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Out-of-school activities of seventh and eighth grade pupils

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OUT-OF-SCHOOL ACTIVITIES OF SEVENTH AND EIGHTH GRADE PUPILS

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M. O. C.

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CHAPTER I

INTRODUCTION

Gift of Time

Two dozen hours are given us
In every single day,
Two dozen hours - no more, no less,
Wherein to work and play,
And all persons in the world,
Whatever race or creed,
Possess in common this one thing
To use as they may need.
A gift of time bestowed on us
To spend as we may choose;
Two dozen hours in every day
In which to win - or lose.

Hilda Butler Farr

Gestalt psychology teaches that the whole is greater than the sum of its parts; in fact, the whole is prior to its parts. Modern educators say we must deal with the whole child, but do we? "The development of the whole man - body, mind, heart and soul - has long been accepted as a comprehensive task in education."[1] Children are tested regularly on their various performances in school and remedial programs are set up, but far too often their performances out of school are neglected and considered unimportant.

Change in personality is ever present. A person is affected by every action he makes, every thought he thinks. Man needs to live well for every second, minute,

and hour of each full day, and not merely for a fractional part of this time. Morgan[2] says, "We are not today what we were a year ago, or even an hour ago; we shall be different an hour from now, tomorrow, and next year from what we are at this moment..... The basic factor of change permeates the entire indifidual."

Today, more than ever, what children do with their out-of-school time is a problem worthy of careful study. David Livingstone, the famous explorer, at the age of ten, was spending fourteen hours each day in a cotton mill and going to school from eight to ten in the evening. This was in the nineteenth century. For him and thousands of other children of his time there was no leisure problem, no question of how time out of school should be spent; but the present-day child has many hours each day which are not spent in gainful employment or within the classroom. What use he makes of this time, what factors are operating to influence this use - these are of the utmost interest to adults concerned with his welfare.

The Problem

Statement of the Problem.- The purpose of this investigation is to study the out-of-school activities of the seventh and eighth grade children as reported by them, in relation to sex, economic status, race, and reading ability.

The specific aim is to compare the activities of children to determine;

1. The nature of the out-of-school activities

of the children selected for the study.

2. The relationship of economic status, sex, race, and reading ability to the character of their leisure-time pursuits.

Significance of the Problem

The Importance of Out-of-School Time.- A child finds each school day divided into two parts: the school portion of which is about five and one-half hours, and the portion spent out of school which is about eighteen and one-half hours. The first part, school, is fairly constant and activities directed by adults proceed in a normal way. The second part, his out-of-school life, reflects more directly the tone of the outside world in which he lives.

Over two-thirds of the child's day is spent in this out-of-school life. The United States Office of Education has estimated that over ten hours each day are actually spent in activities other than sleeping, eating, or going to school throughout the year, and that only 9.85 per cent of his time is spent in school.[3] It is in theseother hours that the leisure-time problem looms so large.

The tremendous increase in the amount of leisure which has been forced upon the masses of the people in recent years, as the result of inventions, legislation, and unemployment, demands that society as a whole concern itself with the manner in which leisure is spent. Brewer[4] believes that leisure-time pursuits offer opportunities for the integration of a person's whole life into an harmonious, unified whole. Pack[5] says that leisure activities

may furnish for many people a prime purpose of existence itself, particularly since machine-tending labor is so monotonous and repetitive that it gives no purpose to life. Cutten[6] believes that "the proper use of leisure has created every civilization which ever existed; the improper use has killed each one in turn." To quote Morris[7]:

> Present day adults have failed to learn how to use their leisure profitably and enjoyably. This has caused a monotonous living, increase in crime, and through misuse of leisure energy, a lack of cultural appreciation, loneliness in old age, a dwelling upon trivialities with resultant gossip and ill feeling in neighborhoods, and other undesirable outgrowths.

As pupils become adults, they will, no doubt, have more leisure time than adults now have. In order to influence the character of the leisure time activities of adults, it is necessary to create wholesome recreational and avocational interests during childhood. "If children can be influenced so that their highest aspirations..... are uplifting, their character is being profoundly shaped."[8]

Thus, today, a two-pronged problem faces those responsible for children; first, an out-of-school life as normal as possible that will take care of present-day development and growth, and second, the inclusions within those activities of wise and directed recreation that will be a basis for future living.

Leisure as a Social Problem.- "The forms of recreation in which people engage during their leisure depend upon the opportunities, the individual's preferences, and the influence of what others do."[9] A democratic society,

therefore, must seek to provide opportunities, develop preferences, and influence wholesome leisure-time activities of children in order that such pursuits may add to the well-being of the nation as a whole.

Bizzel[10] says, "The home, the school, and the church should face seriously the task of training men and women to utilize every hour of leisure found at their disposal in the interest of public welfare and individual happiness." The leisure of adults can best be guided and directed by providing means of developing many interests and abilities before adulthood is reached. Boys and girls should be led at a formative period to think intelligently about how they do and can use their leisure time.

Delimitations

This problem was limited to include the out-of-school activities of children ranging in age from eleven to sixteen years which corresponded to the school grades seventh and eighth. The majority of the children ranged between the ages of twelve and thirteen. This grade level was selected because it seemed very representative of the early 'teen agers for which this study was intended.

The study was further limited to include the responses of 302 Omaha Public School children. These children were selected for group interviews according to a plan of stratified random sampling. They were representative of seven elementary schools that were surveyed during the week February 9 through February 13. Details of the

selection of subjects, as well as the numerical limitations mentioned above, will be discussed in a later chapter.

Before further study on this particular problem, the works of some of the researchers in this field will be examined, and an attempt will be made to understand what they have accomplished. A brief survey of related literature is presented in the next chapter.

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CHAPTER II

SURVEY OF RELATED LITERATURE

The purpose of this chapter is to review the field of research based upon adolescents' out-of-school activities. The chapter is divided into three parts; (1) a discussion of leisure, (2) studies of a general nature, and (3) studies of a more related nature.

A Discussion of Leisure

Growth of Leisure.- Man, even in primitive times, had some leisure, but the amount has varied greatly. Meumeyer[1] says that the first extensive enjoyment of leisure, in all probability, grew out of the primitive division of labor and the stratification of society. The invention of tools, implements, and machinery has gradually increased the amount of leisure of the masses until it has become as much a problem as an opportunity.

Leisure Becomes a Problem.- As a result of social and economic changes in America, too much leisure has been thrust into the hands of an unprepared nation. Of leisure time Morrison[2] says:

> ....No nation has survived leisure: The fall of Chaldea, Babylonia, Egypt, Rome, and Greece were all preceded by long periods of leisure forced upon the people. Not that leisure was an unpleasant thing to have - it is what all humans strive for - but just like the white elephant, now that we have it, what do we do with it?

Alger[3] has stated, "The great problem before us today is to create a civilization that does not degenerate under leisure." Neumeyer[4] says, "The most complicated problem the machine age has hurled at the twentieth century is leisure, particularly finding a solution for it." The problem brought on by the machine age has become more acute with each decade. When the depression came in the past decade, says Dulles[5]:

> ....The revolutionary transformation brought about by the machine could no longer be ignored. It has made leisure possible for the masses of people, but had imposed it upon them whether they wanted it or not.....Leisure became, according to our puritan inheritance, not so much an opportunity as a problem.

Jacks[6] believes that "we need playgrounds for the body, but we also need playgrounds for the soul, and it is in them.....that the most enjoyable recreation, the most delightful and lasting of leisure occupations are to be found."

Leisure, a Responsibility of the Community, Including the Home, the School, the Church, and Civic Agencies.- Rogers[7] states that men make or break themselves in their leisure, and that the municipality is just as responsible for the recreation of its people as it is for their protection, health, and schooling. Neumeyer[8] considers that the community is directly benefited by providing facilities for leisure-time activities in crowded areas.

Civic leaders cannot dictate to the public as to how leisure time is spent, but Keppel[9] says the community

must provide "a balanced ration of opportunity, as good in quality and as wide in range as its own financial resources permit...."

In the absence of wholesome activities, discontentment and discouragement lead to delinquency. Too much leisure, according to Hurt[10], and Rogers[11], and Coffman[12], is harmful. The community needs to sponsor activities which direct the energies of boys and girls into wholesome avocations.

The leisure-time pursuits of adults are largely the results of interests created during childhood, and the school is primarily responsible for the creation of worth while interests. Brewer[13] says:

> If leisure time activities are important in human welfare, and if they involve learning, then they have a valid claim upon the school and its curriculum, unless, indeed, it can be shown that other agencies are adequate to the task.

Lies[14] believes that the elementary school is largely responsible for the inculcation of ideals, interests, and skills that lead to worth while avocations. He says:

> The first six or seven precious years of school experience must help boys and girls to build stirring ideals; staunch, social personality; satisfying interests and skills; understanding of the world about them plus a desire to lend a hand in its improvement; and finally, lasting loyalties to truths, and values beyond their own making.

Many writers believe that the school should provide many experiences and exploratory opportunities so that all children may find and develop special interests. Braden[15] and Morris[16] suggest activities that the schools

might sponsor in providing such experiences. Pangburn[17] advises the student "to live adventurously in leisure, to have a sense of discovery, to become skillful in one or two recreations, and to avoid becoming absorbed in mere money-making to the exclusion of the arts of leisure."

The home can also aid in directing and guiding worth while leisure time pursuits. The home is the first environment in which the child's character is shaped. Kelly[18] believes that "by surrounding the child with wholesome physical, mental, and religious environment, by precept and by example, the parents build the foundations of character." Hattwick[19] says that "children whose parents share work and play experiences with them have better understanding of property rights, are more cooperative and get along better with other children." Pressey[20] says the home should not hamper - it should rather help - the child's achieving belonging and status in child society. Children should be encouraged to use their homes for various leisure-time activities.

Frank[21] and Keppel[22] and Lindeman[23] believe that the community in its entirety must provide varied programs for leisure-time education; however, they must guard against regimentation. These writers feel that unless there is freedom of choice, there is no leisure in the true meaning of the word.

Because of recent trends in leisure-time activities, the community should accept greater responsibility toward this end. Steiner[24] and Glover[25] report a trend from

passive to active participation in games and sports. Hutchins[26] feels there is evidence of a greater degree of coordination of public education and recreation. Stanley[27] reports a trend among children toward seeking their recreation outside the home with persons of their own age, and, consequently, there is less leisure time spent at home with parents and children enjoying family life together.

Communities should recognize the vast importance of the use of leisure time. Cutten[28] believes civilization itself is largely dependent upon the use made of leisure. He states:

> Leisure has always been a friend to thought; literature, philosophy, art, science, and other forms of culture have depended upon it. Their products, in turn, have been the forerunners of important changes in civilization.

Bizzell[29] points out some of the great contributions men have made to the world because of the wise use of leisure time. He states:

> We need to recall the magnificent contributions that men have made in leisure pursuits to science, art, literature and public welfare. Leonardo de Vinci was an artist, but his varied structural designs have caused him to be called the father of engineering and aeronautics. Chaucer was a collector of customs, but his poetry has made him immortal. Benjamin Franklin was a printer, but his title to fame rests on his literary accomplishment, his scientific discoveries and his statesmanship. Priestly, the discoverer of oxygen, was a preacher. .....Much of the world's best work through all the ages has been done by men outside the hours of their regular employment.

Today, most writers recognize that the present program of leisure time is inadequate for the best interests

of society; and the community, including civic agencies, the school, the home, the church, is responsible for organizing and carrying out a program which better meets the needs of all people.

Studies of a General Nature

Many studies have been made within the past few years concerning leisure time for adults and youth. Fewer people have concerned themselves with the recreational out-of-school problems of older children. However, since the problems of older youth begin during the adolescent period, it is well to review several of the general studies as a background for understanding the problems of the junior high pupil.

Study by Lies.- A study made for the National Educational Association in 1933 stressed the gravity of leisure as a problem.[30] It purported to show what was being done about the leisure time problem over the nationaand found that no general statements could be made because school programs varied within themselves and from school to school. It found most administrators aware that a problem existed but little actual constructive handling on the part of the teachers.

Study by Lehman and Witty.- Another study, made by Lehman and Witty,[31] included both children in school and youth no longer attending school. The subjects studied ranged in age from five to twenty-two years of age. Their investigation was psychological in nature, and had for its

purpose the study of the relationship of play behavior to age, sex, race, intelligence, and community.

Study by Wrenn and Harley.- Another general but more up-to-date survey entitled Time on Their Hands was prepared for the American Youth Commission by Wrenn and Harley.[32] The Commission has made numerous investigations since its organization in 1935 of the leisure-time problems of youth from sixteen to twenty-four years of age. Several trends of recreation over the country were given.[33] Relatively expensive ways of passing leisure time have become most popular. Approximately twenty thousand motion picture theaters have over 60,000,000 people in attendance each week. In the average home the radio is turned on five hours daily. Family recreation was found to be mostly "passive and casual."[34]

In 1938 a survey of 13,000 youths in Maryland were asked in a questionnaire what the Commission could do with and for youth so that youth could do more for themselves. Their replies are summarized by Wrenn and Harley.[35] The young people expressed a desire for more parks and playgrounds; meeting places where they could have group games, music, handicrafts, dramatics, and discussion groups; swimming pools; and organized sports. They preferred active outlets for their energies rather than reading, motion pictures, or radio.

The Commission recommended that

(1) Recreation be accepted as a major youth need, paralleling employment in importance;

(2) Each local community accept the primary responsibility for providing an adequate leisure-time program for its own youth;

(3) The program of organized recreation in each community be expanded;

(4) The schools accept a major responsibility for the recreation of youth and of the whole family.

Studies of a More Related Nature

Study by Hardy.- In 1935, Hardy[36] made an observational study of children in Joliet, Illinois, from the third grade through high school. She selected some children who were poorly adjusted and some who were well-adjusted. Tests, checking devices, rating scales, narrative observations, and questionnaires were used. She found that what the elementary child does after school is not an important factor in his personal adjustment.

Study by Crawford and Mayer.- In 1935, Crawford and Mayer[37] asked one hundred high school seniors to keep records of their leisure-time for twenty-one weeks. Accounts were kept in units of fifteen minutes. The activities of Crawford and Mayer include these:

(1) Both boys and girls get a full eight hours' sleep through the week, and more on week-ends.

(2) Boys work, and girls do chores in their out-of-school hours.

(3) Study and reading for pleasure occupy almost the same time for each sex.

(4) Boys average one show a week, and girls slightly less than one each week.

(5) Boys spend twice as much time as girls in recreation.

(6) Girls spend three hours per week entertaining friends, while boys spend two hours in that way.

(7) A program of leisure is needed for both boys and girls.

Study by Cressman.- In 1937, Cressman[38] made a very comprehensive study of the out-of-school activities of junior high school pupils. He issued check sheets to two thousand pupils on which they indicated their typical activities during the week. He also gave each a diary form on which the children were to fill in their activities over half-hour intervals for one week-end.

For boys, he found the ten most popular activities to be: playing out-doors, reading, going to motion pictures, listening to the radio, loafing, running errands, working in the home, attending church, watching, and walking. For girls, he found them to be: working in the home, reading, visiting friends, running errands, walking, listening to the radio, going to motion pictures, and playing out-doors. It was also found that neither intelligence nor social-economic status is an important factor in determining choice of activity.

Study by O'Connor.- In 1939, O'Connor[39] studied, by means of a questionnaire, the leisure-time of children of San Francisco, using pupils of grades four through eight. Her findings include the following:

(1) Twenty-three percent are forced to play in the streets.

(2) Thirty-nine per cent attend chuch or Sunday school.

(3) Twenty-seven per cent attend the movies twice weekly.

(4) Eighty-seven per cent attend the movies on Friday, Saturday, or Sunday.

(5) The type of movies preferred are listed in this order: gangster, cowboy, western, comedies, plays based on popular books, news-reel, adventure, animated cartoon, historical plays.

(6) Musical radio programs are preferred with dance music leading other types. Mystery plays and amateur hours are next in popularity.

Study by Jones.- In 1940, Jones[40] made a study of fifty-nine pupils in the seventh, eighth and ninth grades in the Dunbar Junior High School in Tucson, Arizona. Her study consisted of out-of-school activities and their possible influence on class work. Her principal findings were:

(1) Activities which keep pupils up late at night have a definite effect on school grades. Loss of sleep is the chief factor.

(2) Pupils who read the newspapers and listen to informational types of radio programs are found to show greater interest in their recitations, and receive higher grades than pupils who listen to a different type of program.

(3) Economic status has a definite effect on school grades.

(4) Church-going has its effect on the pupils' recitations and marks. This is used as a standard excuse by the pupils to keep them from preparing their home work.

Study by Holtorf.- In 1942, Holtorf[41] made a study in Detroit of the out-of-school activities of 1,671 girls and boys representing grade levels 3-B through 12-A with the exception of the 10-B, the 12-A and 12-B boys. Some of the data found from the study

are: interested in listening to the radio and going to the movies remained unchanged from the third through the twelfth grades, more girls went to Sunday School than did boys, the social instinct seemed stronger in girls than in boys as shown by visiting and going to parties, drawing and making model airplanes were popular with all boys, sewing was the only hobby checked by fifty per cent or more of the girls. These activities were then so grouped that teachers might use the resulting scales and patterns of interest for determining what activities are popular for their grade level.

Study by Carpenter.- In 1942, Carpenter[42] made a study of the out-of-school activities of 511 seventh and eighth grade pupils in Dayton, Ohio. Her findings include the following:

(1) Nothing is denied childred of low economic status that is available to those of higher economic status.

(2) Public and institutional recreation facilities are needed for every group.

(3) Children lack the ability to discriminate between desirable and undesirable motion pictures.

(4) Many children do not appreciate the possibilities of reading as a leisure activity.

(5) There is a need for developing an interest in hobbies.

(6) Family activities occupy too little of the leisure-time of children.

Study by Jacobsen.- In 1945, Jacobsen[43] made a study of 142 seventh grade pupils of the Theodore Roosevelt Junior

High School of San Diego, California. Comparison of out-of-school activities was made by sex and economic status. Her study was divided into three parts: (1) Organized activities, (2) home activities, and (3) activities away from home. Some of the more important findings are:

(1) Half of the boys belong to at least one community-sponsored organization.

(2) Fewer girls are reached by the civic program than boys.

(3) About one-fourth of the total group belong to school-sponsored organizations.

(4) Participation in some church function is reported by 65 per cent of the children.

(5) More girls than boys are interested in dancing.

(6) In general, the girls spend more time practicing than did boys.

(7) Over half of the boys and five-sixths of the girls have household tasks in addition to helping with dishes.

(8) Radio is the most popular form of indoor recreation.

(9) Reading is the second most popular form of indoor recreation.

(10) The recreational time of boys and girls is about equal, but the boys spend more time away from home.

(11) Thirty-five per cent of the recreation time away from home is spent at movies.

(12) The average girl spends about 65 per cent of her out-of-school time at home during the week days.

(13) The average boy spends about 58 per cent of his out of school time at home during the week days.

The procedures and techniques used in this investigation will be found in the following chapter.

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CHAPTER III

PROCEDURES USED IN THIS SURVEY

This chapter contains a discussion of (1) the questionnaire, (2) selection of subjects, (3) conduction of questionnaire, (4) obtaining reading grades, and (5) definition of terms.

The Questionnaire

The questionnaire used in the collection of data upon which this thesis is based was developed during the summer and fall of 1947. Seventh and eighth grade children were casually observed on playgrounds, in private homes, on the streets, and at the movies. Out-of-school activities were discussed with various grpups of children.

After collecting all the information available, a tentative questionnaire was developed, a copy of which is in Appendix B. On October 6, 1947, the tentative questionnaire was submitted to 40 seventh and eighth grade children of Minne Lusa School on which they were asked to record their out-of-school activities for Monday, October 5th. On Friday, October 9th, the questionnaire was returned to them, and they were asked to record their out-of-school activities for Thursday, October 8th, and were also asked to record movies, parties and Sunday School attendance for

the previous week.

In an attempt to find out if the children were recording their activities accurately, this preliminary questionnaire was sent home for parent verification with a copy of the following letter:

Minne Lusa School
Omaha, Nebraska
October 10, 1947

Dear Mother:

Would you please verify the accuracy of this report?

Mrs. Carpenter intends to make a city-wide survey of children's leisure time. She is experimenting on us and wants to find out if this report is too difficult for children our age to handle.

Have I recorded accurately? Do you have any suggestions?

Thank you.

_____

Yes____No____ Where did I make a mistake?

Thirty-eight of the questionnaires were verified by parents as being accurate. Two were reported as being inaccurate. One child had made a mistake recording play time, another had made an error in recording radio time.

The results of the preliminary survey indicated that the questionnaire was not too difficult to handle, as the majority of children had answered accurately, and the two errors made were not serious. Many of the parents mentioned that there was an urgent need for a study of this type.

After further study the questionnaire was revised to make it more informative. The first page of the question-

naire, a copy of which is found in Appendix B, is a time study of out-of-school activities for one day. The second page is based on children's attendance to four common types of weekly activities, and a choice of the best liked activity.

The revised questionnaire was submitted to the same children on November 26, 1947. The following instructions were given:

> I am trying to find out how boys and girls your age spend their time when not in school, so will you please help me by filling out this questionnaire.
>
> You will notice the heading on the first page is "Daily Record". On this page your answers are to be based upon what you did yesterday. Record the amount of time spent as accurately as possible.
>
> Pencils may be used so that neat corrections may be made.
>
> Under "Other Activities" and "Work" you are asked to write the information in detail.
>
> "Weekly Record" is the heading for the second page. Your answers are to be based upon what you did during the past week. Think back one week from today and record the activities for this period. Under "Movies" "Parties" and "Clubs" you may wish to write additional information.
>
> Think carefully first, and then write neatly, using your best penmanship. Please be as honest and as accurate as possible.

On December 2, 1947, a second trial survey was made with the revised questionnaire. In pairing the papers it was discovered that only thirty-seven matched, due to irregular attendance.

As mentioned previously, establishment of reliability was attempted by obtaining parent's verification of accuracy on the preliminary questionnaire. Statistical methods were employed in an attempt to establish reliability of the revised questionnaire.

Because of the qualitative nature of the first nine

TABLE 1

SUMMARY OF PRELIMINARY QUESTIONNAIRE SURVEY

Part One

Item	No. of Pairs	Degrees Freedom	r	.05 r	.01 r	Conclusion About Hypothesis, $\rho = 0$
1.	37	35	.699	.325	.418	Reject at 1% level
2.	37	35	.724	.325	.418	Reject at 1% level
3.	37	35	.665	.325	.418	Reject at 1% level
4.	37	35	.817	.325	.418	Reject at 1% level
5.	37	35	.827	.325	.418	Reject at 1% level
6.	37	35	.604	.325	.418	Reject at 1% level
7.	37	35	.731	.325	.418	Reject at 1% level
8.	37	35	.766	.325	.418	Reject at 1% level
9.	37	35	.890	.325	.418	Reject at 1% level

Part Two

Item	First Answer	Second Answer Same	t	Conclusions About Significant Difference in Proportion
10-a	26	24	.495	No significant difference
10-b	11	10	.286	No significant difference
11-a	37	36	.985	No significant difference
11-b	37	33	2.05	Significant at .05 level
11-c	37	29	2.99	Significant at .05 and .01 levels

types of activities listed, the formula for finding the correlation coefficient was used. The answers were not expected to be identical; however, it was necessary to find the degree of relationship existing between the first and second answers.

In a discussion of the correlation coefficient, Snedecor[2] says,

> The correlation coefficient is a measure of covariation - the degree to which two variates keep in step as they change. The coefficient varies from -1 to +1, the extremes indicating perfect linear relationship and zero, independence. The statistic, r, is an estimate of the parameter, ρ, if the sample is drawn randomly from a normal bivariate population: there must be no selection of either variate. Errors in measuring either X or Y decrease the precision of the estimate.

The results of the revised questionnaire are found in Table 1. The formula

$$r = \frac{Sxy}{\sqrt{(Sx^2)\ (Sy^2)}}$$

is used for the first nine items.[3] The coefficient of correlation for item one, "Play", is worked in detail in Appendix B.

Testing the null hypothesis[4] and using 35 degrees of freedom, a highly significant correlation is found for each of the nine activities. The null hypothesis is rejected. Notice on Table 1 that r at the .01 level is .418. The chances of obtaining a greater value of r could

happen about one time per one-hundred in sampling from $\rho = 0$. The lowest correlation coefficient obtained in the first nine activities on the questionnaire is .604 for "Sleep". This is far beyond .418, the .01 level, and .604 is considered highly significant.

Snedecor[5] also takes into consideration the size of the sample in this table. As the number in the sample decreases, the correlation coefficient, at the .05 and .01 levels, increases.

In items ten and eleven of the questionnaire, since the second answer is either the same or not the same as the first answer, the formula[6] for finding the significance in difference of proportion is used.

This formula is worked below for 10-A Table 1:

* $p_1 = \frac{26}{37} = .703$

$p_2 = \frac{24}{37} = .649$

$p_1 - p_2 = .054$

$\sigma_{p_1 - p_2} = \sqrt{pq\left(\frac{1}{k_1} + \frac{1}{k_2}\right)}$

$p = \frac{26 + 24}{37 + 37} = \frac{50}{74} = .676$

$q = 1-p = 1- .676 = .324$

$pq = (.676)(.324) = .219$

$\frac{1}{k_1} + \frac{1}{k_2} = \frac{1}{37} + \frac{1}{37} = .027 + .027 = .054$

$(pq)\left(\frac{1}{k_1} + \frac{1}{k_2}\right) = (.219)(.054) = .011826$

*All symbolisms are explained on page 38.

$$\sigma_{p_1 - p_2} = \sqrt{.011826} = .109$$

$$t = \frac{p_1 - p_2}{\sigma_{p_1 - p_2}} = \frac{.054}{.109} = .495$$

A difference is regarded as statistically significant when it has reached the magnitude of 1.96 standard errors, the value of t at the .05 level with infinite degrees of freedom.

Since the t for the example above is only .495, it is regarded not significantly different as it has not reached 1,96, the significant .05 level. Item ten, therefore, is considered quite reliable.[7]

The second part of item ten is not considered significantly different as the t is only .286. Under item eleven "Choices", the t for "first choise" is .985, and no real difference is found. For "second choice", t is 2.05, which is significant at the .05 level and is not considered reliable. This item is not significant at the .01 level, but all differences in this study are considered significant if they have reached the .05 level. Under "third"choice", t is 2.99, significant at both the .05 and the .01 levels, and is considered unreliable.

The questionnaire is considered quite reliable, with the exception of "second choice" and "third choice" under item eleven, which were disregarded when compiling the data.

Only one change was made for the final draft of the questionnaire. Under "Clubs", item nine, it was found

that no one checked attendance to "Brownies". Upon investigation it was found that children in seventh and eighth grades were too old to attend this club, so it was omitted on the final questionnaire.

Selection of Subjects

After the questionnaire was considered satisfactory, several problems confronted the writer: (1) the size of the sample, (2) method of stratification, and (3) method of obtaining randomness in sample.

Size of Sample.- On February 9, 1948 the Omaha Attendance Department reported 4,292 boys and girls belonging in the seventh and eighth grades. Since this survey was to be conducted personally, a limitation had to be imposed on the sample.

Gallop and Rae[8] discuss the size of sample in the following manner:

> The prime determinant of accuracy in any sample survey lies in the character of the cross section .... no major poll in the history of this country ever went wrong because too few people were reached.

In another text Gallop[9] stresses the importance of representativeness in the sample rather than the size. He states:

> Assuming that a correct cross section of the people has been chosen, a sample which includes as few as 100 voters might provide a good referendum.....A sample of 10,000,000 improperly selected can be less accurate than a sample of 100 properly selected. When the sample is properly selected, the laws of "probability" or of "averages" reveal the likelihood of error at each stage, as the sample is increased in size. For example, if only 100 persons properly selected were interviewed in a national survey, the outside margin of error would be 15 per cent.

Since time and cost were involved in conduction of this survey, it was necessary to limit the size of the sample to 320 children. For the different types of comparisons to be made, this number must be divided into four economic groups, eight economic-sex groups, two sex groups, three race groups, and two reading ability groups, all of unequal size. The formula used throughout the data, finding the significant differences in proportion, allows for the size of the sample.

Method of Stratification.- The method of stratification used in this procedure was developed by Gallop[10] and his associates after much experimentation and study.

> The population is divided into numerous layers or strata and the units are drawn as nearly as possible at random from each layer. The proportionate representation of each layer in the sample isthe same as its proportionate representation in the whole population.

Smith and Duncan[11] describe the advantage of stratified sampling thus:

> The significance of stratified, or representative, random sampling is that it reduces sampling errors. It makes use of knowledge of correlation between the variable which is being studied and one or more other variables which are correlated with this variable and about which information is available. By using this correlation it diminishes the extent of the chance fluctuation.

It is recommended that stratification be based on geographical distribution, color, and economic status.[12] Considering all factors involved in conducting this survey, stratification by economic status seemed the most practical.

The criteria for classification of these economic levels are those set up by the Psychological Corporation

of America,[13] and includes the use of four economic groups. Blankenship[14] describes these groups in the following way:

> The A group is the highest 10 per cent of the population in terms of income. These homes will be those in the very best sections, usually having two or more cars, nine-room house or larger, and servants' quarters. The persons in this group will be largely successful business men and professional people, executives, etc.
>
> The B group comprises the next 30 per cent of the population. It will generally include one family and some two family houses, containing eight rooms or less, and a few of the better class apartments will also fall within this class. Wage earners of this group will be employed in business or the professions or else will be well-paid clerical workers or skilled factory workers. This is the upper middle-class group.
>
> The lower middle-class group is the C group, composed of the next forty per cent of the families. This group will be mechanics, factory workers, and the lower-paid business, clerical, and professional persons.
>
> There still remains the lowerst 20 per cent of the population and this is the D group. These people have very few autos, practically none have electric or automatic refrigerators. The slum element of your town will be included here, as well as the tenement sections. Most negro and foreign language sections fall into this group.

The information needed for the selection of schools on an economic basis was found on the economic map made by the Psychological Corporation. This map is used by the Department of Psychology at the University of Omaha.

Dundee School was chosen to represent group A, Miller Park School and Minne Lusa School for group B, Lake School and Lothrop School for group C, and West Side School and Train School for group D.

On February 13, 1948 the seventh and eighth grade enrollment for the schools selected was:

Dundee.....171
Miller Park.....103
Minne Lusa.....119
Lake.....130
Lothrop.....140
West Side..... 70
Train..... 75

According to the stratification plan, it was necessary to select 10 per cent, or 32 children, from Dundee; 30 per cent, or 96 children, from Miller Park and Minne Lusa; 40 per cent, or 128 children from Lothrop and Lake; and 20 per cent, or 64 children from West Side and Train.

Random Selection.- Discussing random sampling, Snedecor[15] says:

> Randomness in sampling is perhaps never quite attained in practice. It is nevertheless the mathematical model on which much statistical theory rests, and since the theory must be used in drawing conclusions from work-a-day samplings, it is to the interest of the investigator to approximate, as closely as feasible, the ideal conditions. The better the approximation, the more nearly correct will be the inferences drawn.

In an attempt to obtain randomness in this study, a chart by Snedecor[16] was used. This table contains 10,000 digits jumbled together presumably in random fashion, the 5 x 5 blocks serving merely to facilitate reading. There are 100 rows and 100 columns, each numbered from 00 to 99. Since the digits are supposed to be thoroughly mixed, with no particular order or groupings, any sequence of them may be considered random. By placing a pencil aimlessly on some digit in the table, and using this and the subsequent three digits, the initial point of the first sample is fixed.

Before starting the random sampling, it was necessary to obtain the information cards from each school. Ten

per cent of the A economic group, or 32 children, had to be randomly selected from 171 seventh and eighth grade children at Dundee School. Using the random chart, the writer's pencil aimlessly dropped on row 84, column 58, the number being 7.[17] This, and the three subsequent numbers, 7963, fixed the initial point which was row 79, column 63. The first number was 5, so the fifth registration card was pulled. Going up the column, the next number was 7. Continuing with the cards, six cards were counted and the seventh one pulled. This method of selection was used, going up column 63 to the top of the page, and going down column 62, until the names of 32 children were recorded. Two extra children were randomly selected in case of absence.

This same method was followed throughout the selection of the entire sample with the following exceptions: (1) the initial point differed for each sample, and (2) the direction of traversing the table varied for each sample.

Conducting the Questionnaire

This survey was conducted during the week of February 13th through the 19th.

The date set for the administration of the questionnaire was given much consideration. Many classes had to be interrupted with this random-stratification method, and it was necessary to arrive at each school when there were no special classes scheduled. The actual time spent in recording all information in the questionnaire was about 45 minutes.

About 30 children attended each interview. The writer personally conducted the administration of all questionnaires.

An attempt was made to make all interviews as similar as possible. A friendly, relaxed rapport was established before the questionnaires were distributed. The introductory instructions, described earlier in this chapter, were read and explained to each group. Children were encouraged to ask questions if in doubt. Help was given when needed. The children responded enthusiastically, as the subject of out-of-school activities seemed to create a high degree of interest. They appeared to be very earnest in their desire to respond honestly and accurately.

Race was not designated by the pupils on the questionnaire, as it was felt that this might cause some children to feel resentful and affect the recordings. In schools where both Negro and white races were present, the questionnaires were sorted when collected, the white race in one group and the black race in another. Races were verified by the teachers later.

After the questionnaires in each school were completed, a short conference was held with each teacher to check the accuracy of economic status classification, and 32 children were re-classified economically.

Economic status was recorded with red pencil in the upper right-hand corner of each questionnaire, using the letters A, B, C, or D. Race was recorded in the lower left-hand corner, using the letter C for colored children and W for white children.

Obtaining Reading Grades

As mentioned in Chapter I, an attempt was to be made to determine the relationship between reading ability and certain types of out-of-school activities.

During the month of October, all seventh and eighth grade children in Omaha were given a reading test to determine reading ability. The test given was Gates Reading Survey for Grades 3 (2nd Half) to 10, Form I. These tests were checked by the teachers, and the results filed in the Curriculum Department by the Omaha Board of Education. Consent to utilize the test results was given by Miss Belle Ryan, Assistant Superintendent of the Omaha Public Schools.

The norms[18] for the Gates Reading Survey are based upon records of over 20,000 pupils in grades 2 to 12, most of whom were also given other reading tests which were used as checks.

The reliability coefficient[19] for the eighth grade based on "split halves", using Form I and Form II of the same test are as follows: Vocabulary .92, Comprehension .88, Speed .90, and Accuracy .85.

The average reading grade score for each child was recorded at the bottom of the first page of each questionnaire. Reading scores were not available for 18 children and their questionnaires were eliminated.

After re-checking economic status with the teachers and eliminating 18 questionnaires because reading grades were not available, there remained 302 children in the final sample:

Group	Number
A	32
B	90
C	119
D	61
Total	302

Definition of Terms

Two-way Race Comparison.- All the Negroes were found in the C and D economic groups. The first race comparison is made by comparing all the Negroes with all the white race in the C and D economic groups. The second race comparison is made by comparing all the Negroes with all the whites in the total sample.

Child Hours.- Twenty four hours.

Explanation of Symbolisms

p_1, proportion of the first sample.

p_2, proportion of the second sample

$\sigma_{p_1 - p_2}$, standard deviation, or standard error of $p_1 - p_2$

p, pooled proportion

q, 1-p

k_1, number of individuals in the first sample

k_2, number of individuals in the second sample

t, the difference between the two proportions in terms of standard errors

The Statistical Method Employed.- *The formula for finding the significant difference in proportion is

$$t = \frac{p_1 - p_2}{p_1 - p_2} \quad \text{where} \quad p_1 - p_2 = \sqrt{pq\left(\frac{1}{k_1} - \frac{1}{k_2}\right)}$$

A difference is regarded as statistically significant when it has reached the magnitude of 1.96 standard errors. All conclusions in this study will be based on the assumption that the differences are significant unless, in one out of twenty chances, error has occurred in sampling.

The following chapter will include an analysis of the findings of this survey.

*All raw data used in finding significant differences is found in Appendix C.

LIST OF REFERENCES

[1] George W. Snedecor, Statistical Methods, (Ames, Iowa: Iowa State College Press, 1948), p. 138.

[2] Ibid., p. 167.

[3] Ibid., p. 138.

[4] Ibid., p. 149.

[5] Ibid., p. 149.

[6] Ibid., p. 439.

[7] Ibid., p. 65.

[8] George Gallup and Saul Forbes Rae, Pulse of Democracy, (New York: Simon and Schuster, 1940). pp. 64-68.

[9] George Gallup, Guide to Public Opinion Polls, (Princeton: Princeton University Press, 1944). p. 16.

[10] Hadley Cantril, Gauging Public Opinion, (Princeton: Princeton University Press, 1944). p. 142.

[11] James G. Duncan, and Acheson J. Duncan, Sampling Statistics and Appreciations, (New York: McGrew-Hill Book Company, Inc., 1945). p. 184.

[12] Hadley Cantril, op. cit., p. 143.

[13] Henry C. Link, Eighth Nation-wide Social and Experimental Survey, (New York: The Psychological Corporation, 1943), p. 2.

[14] Alvert B. Blankenship, Consumers and Opinion Research, (New York: Harper Brothers Publishers, 1943). p. 103.

[15] George W. Snedecor, op. cit., p. 8.

[16] Ibid., pp. 10-13.

[17] Ibid., p. 13.

[18] Arthur I. Gates, Gates Reading Survey, Manual of Directions, (New York: Bureau of Publications, Teachers College, Columbia University, 1942). pp. 9-13.

[19] Ibid., p. 13.

CHAPTER IV

ANALYSIS OF FINDINGS

Leisure time has within the past few years become a problem of increasing interest. There is still much to be learned concerning the use to which children put their time when not in school, and to what extent the home, the school, the church, and civic organizations influence children in their choice of out-of-school activities. An attempt will be made in this chapter to analyze out-of-school activities of seventh and eighth grade children in relation to sex, economic status, race, and reading ability.

TABLE 2

Ages in Years and Months	Number of Children	Percentage of Group
15-0 - 15-12	9	.03
14-0 - 14-12	32	.11
13-0 - 13-12	142	.47
12-0 - 12-12	113	.37
11-0 - 11-12	6	.02

A distribution of ages is found in Table 2. Eighty-four per cent of the boys and girls ranged between twelve and thirteen years of age. As there was no great difference

in age level, age comparisons were not used.

Selection of Reading Ability Groups

The selection of the low and high reading ability groups was made through the use of a frequency distribution of the Gates Reading Grades, containing a computation of the mean and standard deviation, as found in Table 3. The reading grades are recorded in terms of months, 10 months being the equivalent of one grade.

Snedecor[1] states that in a normally distributed population with mean, m, and standard deviation, σ, the interval, $m \pm \sigma$, contains 68.27 per cent of the population; that is about two-thirds. He also states that this fraction may vary considerably in random sampling.

The mean, $\bar{x}$, for the reading test grades, is 71 months, and the standard deviation, s_x, is 21.4 months. In this sample $\bar{x} \pm s_x$ contains 63.3 per cent of the reading grades.

All children whose grades were above $\bar{x} + s_x$ were classified as the high reading ability group; all children whose grades were below $\bar{x} - s_x$ were classified as the low reading ability group. Sixty children were selected for the high group, receiving grades higher than 92.4 months, and 54 children were selected for the low group, receiving grades lower than 49.6 months. All reading ability comparisons are based on the reports of these two groups.

The remainder of this chapter is divided into two parts; (1) daily activities, and (2) weekly activities. All differences are based on finding the significant difference in proportion, an explanation of which is given in Chapter 3.

TABLE 3

FREQUENCY DISTRIBUTION OF GATE'S READING TEST GRADES OF 302 SEVENTH AND EIGHTH GRADE BOYS AND GIRLS
COMPUTATION OF MEAN AND STANDARD DEVIATION

Class Interval, I = 5 months G = 70 months

Class-mark Months	Frequency f	Code Numbers X	Sum of Code Numbers fX	Squares fX^2
25	1	-9	-9	81
30	4	-8	-32	256
35	17	-7	-119	833
40	10	-6	-60	360
45	14	-5	-70	350
50	21	-4	-84	336
55	20	-3	-60	180
60	25	-2	-50	100
65	20	-1	-20	20
70	29	0	0	0
75	28	1	28	28
80	14	2	28	56
85	23	3	69	207
90	16	4	64	256
95	18	5	90	450
100	22	6	132	792
105	10	7	70	490
110	5	8	40	320
115	5	9	45	405

$n = Sf = 302$ $SfX = 62$ $SfX^2 = 5520$

-504

566

$SfX = 62$

$I(SfX)/n = 5(62)/302$

$= 1$ month

$\bar{x} = G - I(SfX)/n$

$= 70 + 1$

$= 71$ months

$(SfX)^2/n = (62)^2/302 = 12.73$

$SfX^2 = 5520.00$

For code numbers, $Sx^2 = 5507.27$

$sx^2 = I^2(Sx^2)/(n-1)$

$= (5)^2(5501.27)/301$

$= 457.41$

$sx = 21.4$

The differences for "Daily Activities" are obtained by finding the difference in proportion of child hours in one day spent in the various activities. The differences for "Weekly Activities" are obtained by finding the difference in proportion of children attending the different types of activities.[1] Differences are assumed to be significant unless a one in twenty chance error has occurred in sampling. All differences mentioned in this chapter have reached the significant .05 level. For further detail see the t table in Appendix B.

The following comparisons are made: economic status, economic status and sex (girls), economic status and sex (boys), sex, race (C and D), race (entire group). Reading ability groups are included in the comparisons of the following: "Reading for Pleasure", "Listening to the Radio", "School Home-Work", and "Movie Attendance".

Daily Activities

Play

"One of the broadest and most important basic drives is the urge toward activity, normal in any healthy organism."[2]

To find out what proportion of this energy is expended upon play is attempted in this section. This analysis will be confined to the amount of time spent on play taken from item one in the questionnaire, and includes active and quiet play, by myself and with others, in my own home, in another home, in the streets, and on a playground.

Economic Status:- Table 4 contains the percentage

TABLE 4

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT IN PLAY FROM THE FOUR ECONOMIC GROUPS

Kinds of Play	Percentages			
	A	B	C	D
Active-By myself.....	.003	.008	.007	.006
With others.....	.041	.035	.035	.036
Quiet -By myself.....	.010	.010	.010	.004
With others.....	.012	.018	.025	.023
Where -My home.....	.033	.031	.025	.023
Another home.....	.021	.014	.011	.011
In the street.....	.005	.009	.020	.026
On a playground....	.007	.017	.021	.013
Total	.066	.071	.077	.069
Child hours per groups....	768	2160	2856	1464

TABLE 5

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT IN PLAY BY GIRLS FROM THE FOUR ECONOMIC GROUPS

Kinds of Play	Percentages			
	A	B	C	D
Active-By myself.....	.002	.004	.005	.004
With others.....	.024	.026	.024	.021
Quiet -By myself.....	.011	.008	.008	.002
With others.....	.01	.017	.025	.035
Where -My home.....	.027	.029	.026	.025
Another home.....	.015	.011	.012	.015
In the street.....	.004	.005	.011	.013
On a playground....	.001	.01	.013	.009
Total.....	.047	.055	.062	.062
Child hours per group.....	408	1128	1536	600

of child hours for this group. The differences are:

1. C spends more time playing quietly with others than A.
2. A, B, and D spend more time playing actively than quietly
3. A spends more time playing at home than D.
4. A spends more time playing in other homes than C.
5. C or D spend more time playing in the streets than B or A.
6. B or C spend more time on playgrounds than A.
7. A and B spend more time playing in homes than away from homes.

Economic Status and Sex (Girls).- Table 5 contains the percentage of child hours for this group. The differences are:

1. D spends more time playing quietly with others than A.
2. C uses the playgrounds more than A.
3. C and D spend more time playing away from homes than A.

Economic Status and Sex (Boys).- Table 6 contains the percentage of child hours for this group. The differences are:

1. A play in their own homes more than D.
2. C and D play less in other homes than A.
3. C or D play in the streets more than A or B.
4. A plays in homes more than C or D. B plays in homes more than D.
5. C spends more time playing away from homes than B, and both C and D play away from homes more than A.

Sex.- Table 7 contains the percentage of child hours for this group. The differences are:

TABLE 6

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT IN PLAY BY BOYS FROM THE FOUR ECONOMIC GROUPS

Kinds of Play	Percentages			
	A	B	C	D
Active-By myself.....	.004	.011	.009	.007
With others.....	.059	.046	.048	.045
Quiet -By myself.....	.009	.012	.013	.005
With others.....	.014	.021	.026	.014
Where -My home.....	.039	.033	.025	.014
Another home.....	.028	.018	.01	.008
In the street.....	.006	.014	.03	.034
On a playground....	.013	.025	.031	.015
Total.....	.086	.090	.096	.071
Child hours per group.....	360	1032	1320	864

TABLE 7

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT IN PLAY BY SEX

Kinds of Play	Percentages	
	Boys	Girls
Active-By myself.....	.009	.005
With others.....	.048	.024
Quiet -By myself.....	.01	.007
With others.....	.02	.022
Where -My home.....	.026	.027
Another home.....	.013	.013
In the street.....	.024	.009
On a playground....	.024	.009
Total.....	.087	.058
Child hours per group.....	3576	3672

1. Boys spend more time playing actively with others, in the streets and on playgrounds than girls.
2. Boys spend more total time playing than girls.

Race (C and D).- Table 8 contains the percentage of child hours for this group. The differences are:

1. Negroes spend more time playing on playgrounds than whites.

Race (Entire).- Table 8 contains the percentage of child hours for this group. The differences are:

1. Negroes spend more time playing away from homes than whites.
2. Negroes spend more time playing on playgrounds than whites.

Summary of Findings on Play.- Economic status seems to have very little effect on the amount of time spent on play for children in the seventh and eighth grades. The real economic difference seems to be where they play. The lower economic groups tend to use the playgrounds and streets more often than the higher economic groups. The higher economic groups tend to use their homes more often than the lower groups. This probably may be explained by the fact that the homes in the higher economic groups are better equipped for the different types of play, containing such advantages as recreation rooms and various kinds of play equipment, and parents are not so absorbed in the struggle to earn a living, having more time to encourage play in their own home.

Sex has a very decided effect on the time spent for

TABLE 8

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT IN PLAY BY RACE

Kinds of play	Percentages			
	C - D		Entire	
	Negro	White	Negro	White
Active-By myself.....	.008	.006	.008	.006
With others.....	.039	.033	.039	.035
Quiet -By myself.....	.01	.007	.01	.009
With others.....	.021	.027	.021	.021
Where -My home.....	.02	.025	.02	.028
Another home.....	.01	.012	.01	.028
In the street.....	.021	.022	.021	.015
On a playground....	.027	.014	.027	.014
Total.....	.078	.073	.078	.071
Child hours per group.....	1536	2784	1536	5712

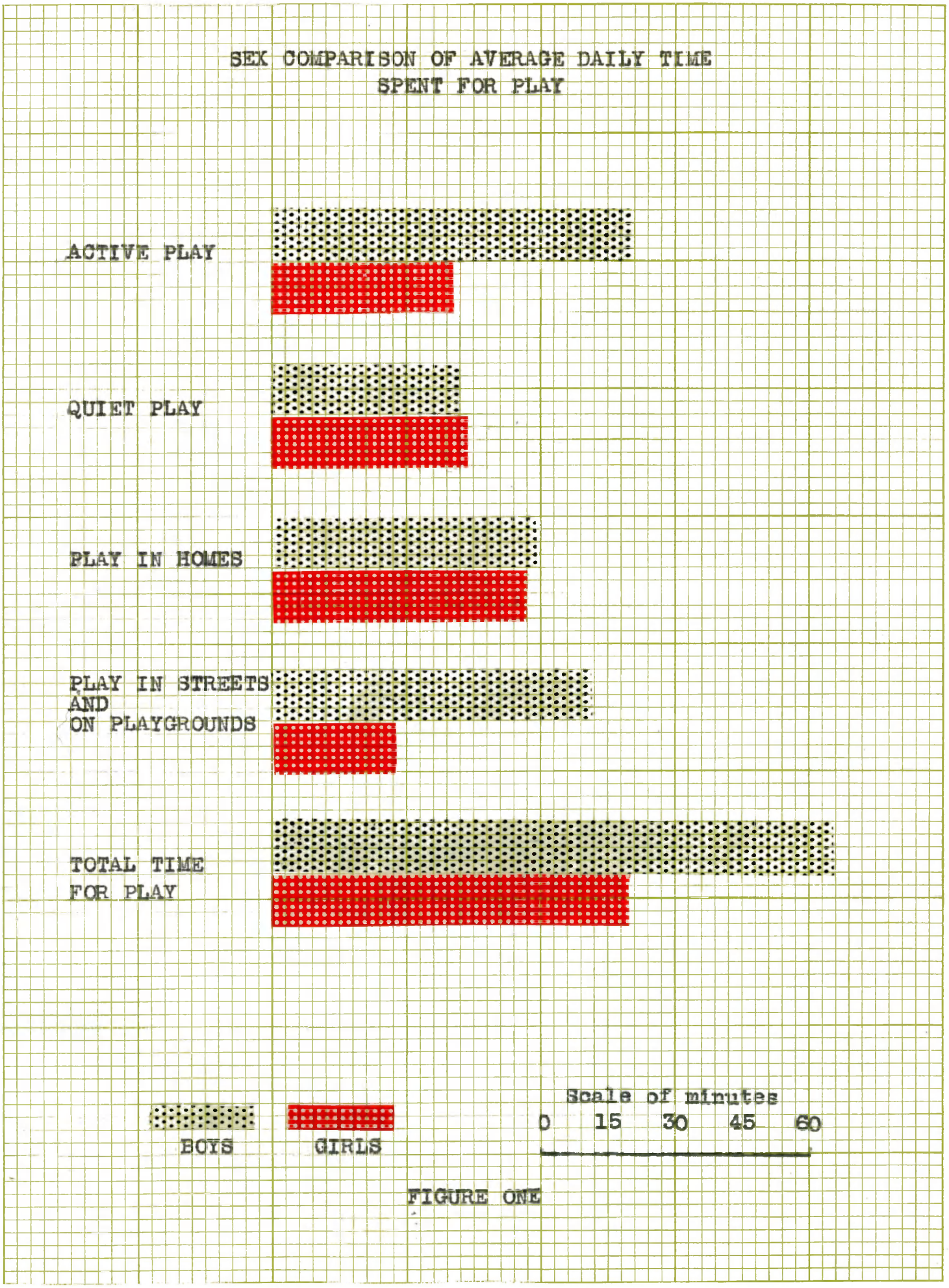
SEX COMPARISON OF AVERAGE DAILY TIME SPENT FOR PLAY
ACTIVE PLAY
QUIET PLAY
PLAY IN HOMES
PLAY IN STREETS AND ON PLAYGROUNDS
TOTAL TIME FOR PLAY
BOYS
GIRLS
Scale of minutes
0
15
30
45
60

FIGURE ONE

play as shown in figure 1. Boys show a marked tendency to play more than girls. They play more actively, use the streets and playgrounds, and spend more total time playing than girls. Perhaps this may be explained by the fact that boys seem to demand more physical outlets for their energies, and girls seem to find more satisfaction in other types of activities.

Pressey[3] offers an explanation,

> In middle childhood and adolescence, girls differ from boys in the less active and less competitive nature of their play activities and in the earlier appearance and greater prominence of sex-social interests (a fact which might well be related to earlier physical maturing in the girls).

In the double race comparison (this includes both race comparisons) one similar difference was found. Negroes spend more time playing on playgrounds than whites. No explanation is given for this. In the total race comparison white children spend more time playing in their own homes than Negroes. This appears to be an economic difference, rather than a race difference.

Reading for Pleasure

This analysis will be confined to the amount of time spent reading for pleasure, including books, comics, newspapers, and magazines, which were included in item two of the questionnaire.

Economic Status.- Table 9 contains the percentage of child hours for this group. The differences are:

1. A or B spend more time reading books than C.
2. B spends more time reading newspapers than D.

TABLE 9

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT
IN READING FOR PLEASURE
FROM THE FOUR ECONOMIC GROUPS

Types of reading material	Percentages			
	A	B	C	D
Books	.016	.013	.007	.008
Comics	.004	.009	.011	.01
Newspaper	.011	.013	.008	.005
Magazines	.012	.007	.003	.002
Total reading	.043	.041	.029	.025
Child hours per group	768	2160	2856	1464

TABLE 10

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT
IN READING FOR PLEASURE
BY GIRLS FROM THE FOUR ECONOMIC GROUPS

Types of reading material	Percentages			
	A	B	C	D
Books	.022	.014	.009	.007
Comics	.003	.009	.01	.009
Newspaper	.012	.013	.008	.006
Magazines	.015	.005	.004	.002
Total reading	.052	.04	.031	.024
Child hours per group	408	1128	1536	600

3. A spends more time reading magazines than C.

4. B spends more time reading magazines than D.

5. B spends more time reading for pleasure than C or D.

6. A spends more time reading for pleasure than D.

Economic Status and Sex (Girls).- Table 10 contains the percentage of child hours for this group. The differences are:

1. A spends more time reading books than C or D.

2. A spends more time reading magazines than B, C, or D.

3. A spends more total time reading than C or D.

Economic Status and Sex (Boys).- Table 11 contains the percentage of child hours for this group. The differences are:

1. B spends more time reading books than C.

2. B spends more total time reading than D.

Sex.- Table 12 contains the percentage of child hours for this group. No differences are found.

Race (C and D).- Table 13 contains the percentage of child hours for this group. The differences are:

1. Negroes spend less time reading books than whites.

Race (Entire).- Table 13 contains the percentage of child hours for this group. The differences are:

1. Negroes spend more time reading comics than whites.

2. Whites spend more time reading books, newspapers, and magazines than Negroes.

High and Low Reading Ability.- Table 14 contains the percentage of child hours for this group. The differences are:

TABLE 11

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT
IN READING FOR PLEASURE
BY BOYS FROM THE FOUR ECONOMIC GROUPS

Types of reading material	Percentages			
	A	B	C	D
Books	.01	.012	.004	.008
Comics	.005	.009	.013	.01
Newspapers	.01	.012	.007	.004
Magazines	.008	.008	.003	.002
Total reading	.033	.041	.027	.024
Child hours per group	360	1032	1320	864

TABLE 12

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT
IN READING FOR PLEASURE
BY SEX

Types of reading material	Percentages	
	Boys	Girls
Books	.008	.012
Comics	.01	.008
Newspapers	.008	.01
Magazines	.005	.005
Total reading	.031	.035
Child hours per group	3576	3672

TABLE 13

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT IN READING FOR PLEASURE BY RACE

Types of reading material	Percentages			
	C - D		Entire	
	Negro	White	Negro	White
Books	.003	.009	.003	.011
Comics	.014	.009	.014	.008
Newspapers	.006	.007	.006	.01
Magazines	.002	.003	.002	.006
Total reading	.025	.38	.025	.035
Child hours per group	1536	2784	1536	5712

TABLE 14

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT IN READING FOR PLEASURE BY CHILDREN WITH HIGH AND LOW READING ABILITY

Types of reading material	Percentages	
	High	Low
Books	.022	.001
Comics	.007	.001
Newspapers	.012	.003
Magazines	.008	.001
Total reading	.049	.006
Child hours per group	1440	1296

1. Children with high reading ability spend more time reading books, newspapers, and magazines than children with low reading ability.
2. Children with high reading ability spend more total time reading than children with low reading ability.

Summary of Findings on Reading for Pleasure.- Sex differences are negligible considering time spent for pleasure reading.

Economic differences seem to be important factors, as the two upper groups spend more time reading books and magazines than the two lower groups. Perhaps this is due to the fact that parents in the better homes are able to provide interesting reading material and have more time to encourage their children to read.

The results of a reading survey in Chicago were quite revealing. A comparison was made between a "good" and "poor" area. People in the "good" district were found to be reading 2.68 times as many books, and 1.58 times as many newspapers as people in the "poor" district.[4]

It seems that, regardless of economic status, children in general read comic books, since no significant difference was found in comic reading.

In the double race comparison, one similar difference was found; the white children spend more time reading for pleasure than Negroes. In the total race comparison, it was found that Negroes spend more time reading comics than whites, and less time reading books, magazines, and newspapers

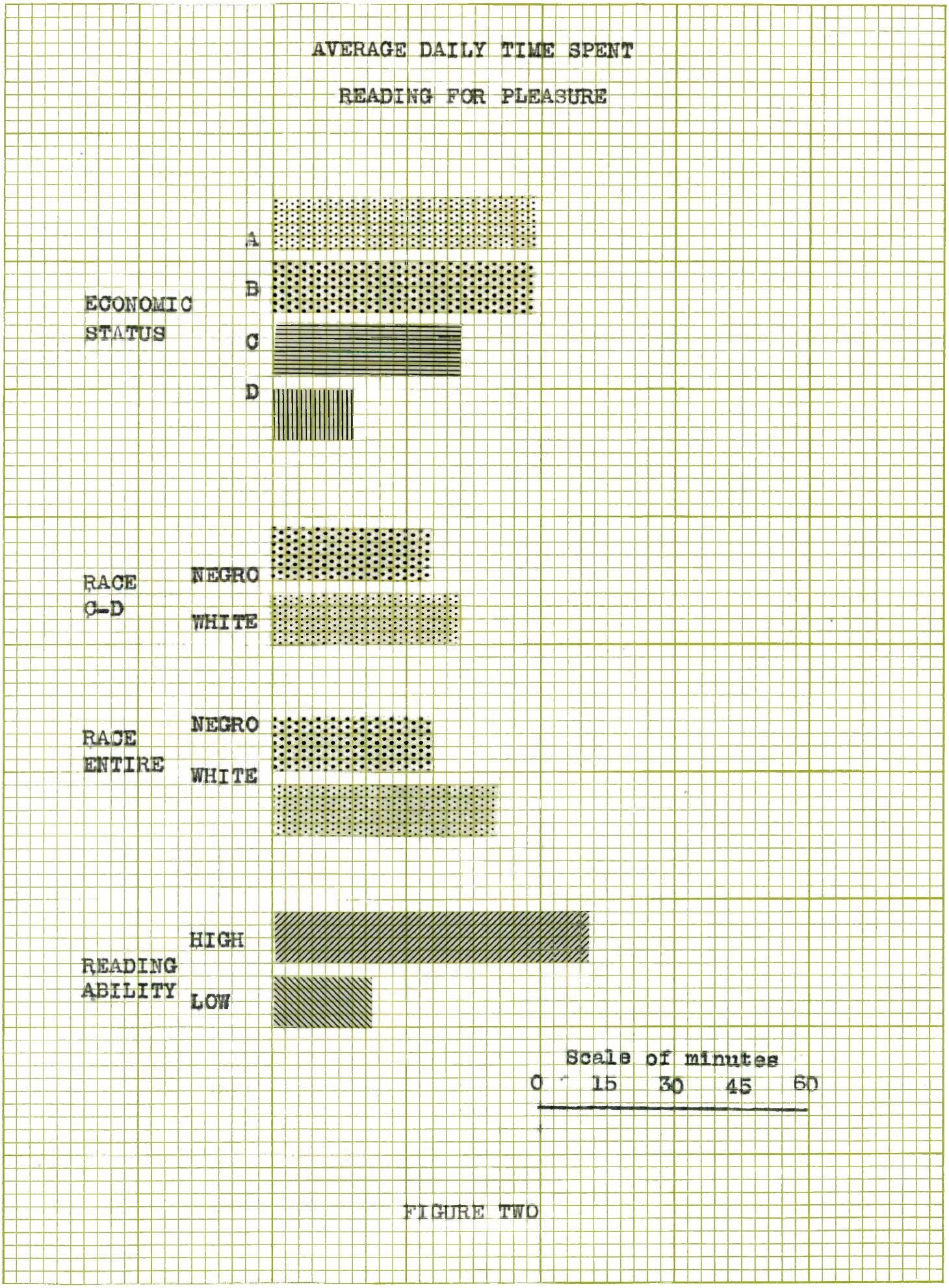
AVERAGE DAILY TIME SPENT
READING FOR PLEASURE
ECONOMIC STATUS
A
B
C
D
RACE C-D
NEGRO
WHITE
RACE ENTIRE
NEGRO
WHITE
READING ABILITY
HIGH
LOW
Scale of minutes
0
15
30
45
60

FIGURE TWO

than whites. No explanation is given for these differences.

In the reading ability comparison, it is interesting to note that no significant difference was found in time spent reading comics. It appears that comic reading is quite general among children this age, regardless of economic status, sex, or reading ability. However, the children with high reading ability spend more time reading books, newspapers, and magazines than the children with low reading ability. Since the better readers tend to read with ease, it is assumed they get real satisfaction and enjoyment from reading, and spend their time reading because they want to; the poorer readers find reading a chore, and find outlets in other activities which are more enjoyable to them. Pressey[5] found that gifted children read much more than children less gifted, and that the reading of the gifted child was more likely to be informational.

Figure 2 shows the average amount of time per day spent in reading by economic status, race, and reading ability.

Listening to the Radio

"There are radios in over 90 per cent of American homes; data indicates that in the average city home the radio is on over three hours each day."[6] Many authorities agree that radio listening is one of the most popular and time consuming leisure-time activities today. It is considered to be an extraordinarily subtle and pervasive influence on family members by literally entering the home

and becoming a part of the life there.

The amount of time spent listening to four general types of programs, including music, stories, information, and miscellaneous, which are included in item 3 of the questionnaire, will be analyzed in this study.

Economic Status:- Table 15 contains the percentage of child hours for this group. The differences are:

1. D listens to music more than B.
2. C listens to stories more than A or B.
3. D spends more total time listening to the radio than A, B, or C.

Economic Status and Sex (Girls).- Table 16 contains the percentage of child hours for this group. The differences are:

1. C listens to stories more than B.
2. A or B listen to informational programs more than C.
3. D listens to stories more than to informational programs.
4. C prefers listening to stories more than any other type of program.

Economic Status and Sex (Boys).- Table 17 contains the percentage of child hours for this group. The differences are:

1. D listens to music more than A.
2. C listens to stories more than A or B.
3. C and D listen to stories more than to informational programs.
4. D spends more total time listening to the radio than A.

TABLE 15

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT
LISTENING TO THE RADIO
FROM THE FOUR ECONOMIC GROUPS

Types of Radio Programs	Percentages			
	A	B	C	D
Music	.018	.017	.015	.032
Stories	.031	.036	.054	.047
Information	.02	.019	.017	.016
Miscellaneous	.005	.009	.01	.009
Total listening	.074	.081	.086	.104
Child hours per group	768	2160	2856	1464

TABLE 16

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT
LISTENING TO THE RADIO
BY GIRLS FROM THE FOUR ECONOMIC GROUPS

Types of Radio Programs	Percentages			
	A	B	C	D
Music	.023	.019	.017	.033
Stories	.037	.037	.057	.043
Information	.026	.022	.012	.012
Miscellaneous	.004	.01	.011	.008
Total listening	.089	.088	.097	.086
Child hours per group	408	1128	1536	600

TABLE 17

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT LISTENING TO THE RADIO BY BOYS FROM THE FOUR ECONOMIC GROUPS

Types of Radio Programs	Percentages			
	A	B	C	D
Music	.012	.015	.013	.039
Stories	.024	.035	.052	.05
Information	.023	.023	.015	.012
Miscellaneous	.007	.009	.01	.009
Total listening	.066	.082	.09	.11
Child hours per group	360	1032	1320	864

TABLE 18

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT LISTENING TO THE RADIO BY SEX

Types of Radio Programs	Percentages	
	Boys	Girls
Music	.019	.019
Stories	.044	.046
Information	.017	.017
Miscellaneous	.009	.009
Total listening	.089	.091
Child hours per group	3576	3672

Sex.- Table 18 contains the percentage of child hours for this group. The differences are:

1. Both boys and girls spend more time listening to stories than to any other type of program.

Race (C and D).- Table 19 contains the percentage of child hours for this group. The differences are:

1. Negroes listen to stories more than whites.

Race (Entire).- Table 19 contains the percentage of child hours for this group. The differences are:

1. Negroes listen to stories more than whites.

High and Low Reading Ability.- Table 20 contains the percentage of child hours for this group. The differences are:

1. Children with low reading ability listen to stories more than children with high reading ability.
2. Children with high reading ability spend more time listening to informational programs than children with low reading ability.
3. Children with low reading ability spend more total time listening to the radio than children with high reading ability.

Summary of Findings on Listening to the Radio.- Sex alone seems to be an unimportant factor when considering time spent listening to the radio. However, both boys and girls spend more time listening to stories than to any other type of program. One may conclude that the stories on the radio at present have direct appeal to both boys and girls.

TABLE 19

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT LISTENING TO THE RADIO BY RACE

Types of Radio Programs	Percentages			
	C - D		Entire	
	Negro	White	Negro	White
Music	.017	.024	.017	.02
Stories	.062	.046	.062	.043
Information	.012	.013	.012	.017
Miscellaneous	.009	.01	.009	.009
Total listening	.1	.093	.1	.089
Child Hours per group	1536	2784	1536	5712

TABLE 20

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT LISTENING TO THE RADIO BY READING ABILITY

Types of Radio Programs	Percentages	
	High	Low
Music	.017	.021
Stories	.027	.053
Information	.019	.007
Miscellaneous	.006	.013
Total listening	.069	.094
Child hours per group	1440	1296

Economic status seems to make a difference in both the time spent listening to the radio, and the types of programs heard. The lower groups tend to spend more total time listening to the radio than the upper groups, and seem to prefer stories more often. Radio listening is an inexpensive and interesting method of entertainment. No doubt this is one of the reasons why the children in the lower groups tend to use the radio more often than those of the upper groups. Quite often children in the lower groups live rather drab lives, and perhaps the increased story listening is a means of seeking identification, thereby lifting them out of their uninteresting surroundings. Since girls in the upper economic groups listen to informational programs more than the girls in the lower group, it may be that the parents of the better homes are more interested in informational programs and encourage their children to listen also.

Reading ability seems to be an important factor in radio listening. Children with low reading ability spend more time listening to stories than the children with high reading ability. Children with high reading ability listen to informational programs more than the lower ability group. As was pointed out, the better readers spend more time reading books, newspapers, and magazines than the poorer readers. They are, no doubt, more familiar with historical facts and current events and because of this find the informational programs enjoyable. It is not surprising to note that the poorer readers spend more total time listening to the radio than the better readers. Probably the poorer readers get very little pleasure in read-

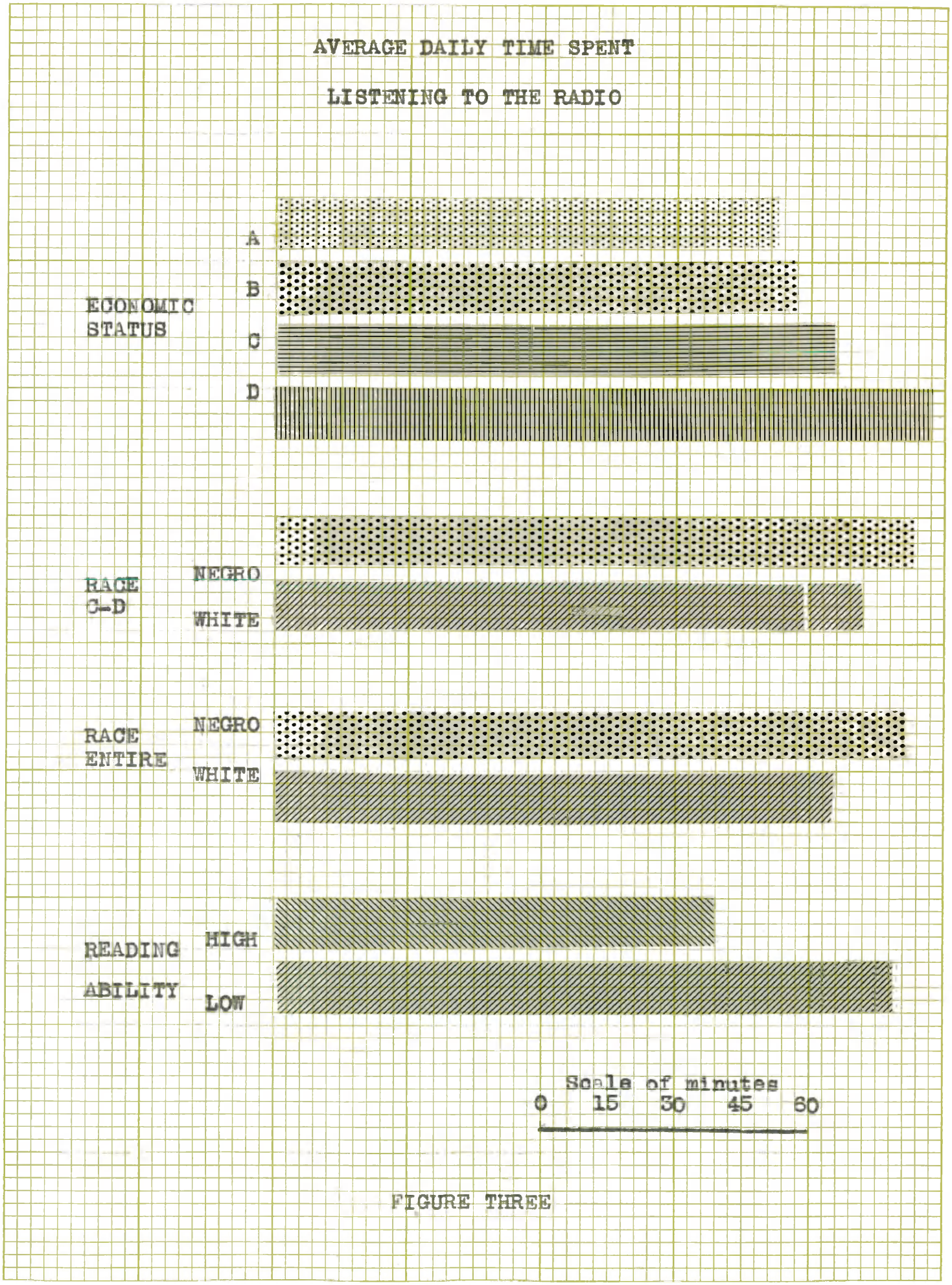

FIGURE THREE

ing, and find radio listening a delightful substitution.

Figure 3 shows the average amount of time spent listening to the radio per day by economic status, race, and reading ability.

Work

This analysis will be confined to the amount of time spent working inside the home, outside the home, and school home-work, which was included in item 4 of the questionnaire.

Economic Status.- Table 21 contains the percentage of child hours for this group. The differences are:

1. B and D work outside the home more than A.
2. B spends more time doing school home-work than C or D.
3. A spend less time working inside and outside the home than D.

Economic Status and Sex (Girls).- Table 22 contains the percentage of child hours for this group. No significant differences were found.

Economic Status and Sex (Boys).- Table 23 contains the percentage of child hours for this group. The differences are:

1. B or D spend more time working outside the home than A.
2. C or D spend less time doing school home-work than A.

Sex.- Table 24 containe the percentage of child hours for this group. The differences are:

TABLE 21

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT WORKING FROM THE FOUR ECONOMIC GROUPS

Kinds of Work	Percentages			
	A	B	C	D
Inside the home.....	.026	.028	.03	.026
Outside the home.....	.008	.018	.021	.027
School home-work.....	.018	.021	.011	.01
Total work.....	.052	.067	.062	.063
Child hours per group...	.768	2160	2856	1464

TABLE 22

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT WORKING BY GIRLS FROM THE FOUR ECONOMIC GROUPS

Kinds of Work	Percentages			
	A	B	C	D
Inside the home.....	.03	.037	.043	.039
Outside the home.....	.01	.013	.024	.027
School home-work.....	.015	.023	.013	.013
Total work.....	.055	.073	.079	.079
Child hours per group....	408	1138	1536	600

TABLE 23

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT WORKING BY BOYS FROM THE FOUR ECONOMIC GROUPS

Kinds of Work	Percentages			
	A	B	C	D
Inside the home.....	.022	.018	.015	.016
Outside the home.....	.006	.024	.019	.028
School home-work.....	.023	.019	.009	.008
Total.....	.051	.061	.043	.052
Child hours per group....	360	1032	1320	864

TABLE 24

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT IN WORK BY SEX

Kinds of Work	Percentages		
	Boys	Girls	
I. Inside the home			
Caring for baby	.002	.006	
Caring for pets	.002	.0003	
Caring for chickens	.0003	.0	
Carrying wood, coal, ashes	.001	.0001	
Cleaning	.002	.009	
Cooking	.0003	.005	
Disposing of trash	.002	.0005	
Firing furnace	.0001	.0001	
Ironing	.0	.001	
Making beds	.001	.003	
Setting the table	.0005	.002	
Washing clothes	.0	.0001	
Washing and wiping dishes	.007	.012	
Total inside	.017		.039
II. Outside the home			
Baby sit	.002	.013	
Clerk in store	.0007	.0008	
Carry papers	.009	.0005	
Club work	.0001	.0001	
Deliver merchandise	.0008	.0	
Go to grocery	.004	.004	
Help in service station	.002	.0	
Housework	.0	.0003	
Run errands	.0	.0001	
Set pins	.001	.0	
Shine shoes	.0008	.0	
Yard work	.0002	.0002	
Total outside	.021		.019
III. School home-work			
English	.003	.002	
Geography	.0001	.0001	
History	.0005	.0005	
Mathematics	.005	.006	
Reading	.0006	.0007	
Science	.0004	.0	
Social studies	.0001	.002	
Spelling	.003	.005	
Total home-work	.013		.016
Total work	.051		.074
Child hours per group	3576		3672

1. Both boys and girls spend more time washing and wiping dishes than any other kind of work inside the home.
2. Girls spend more time washing and wiping dishes than boys.
3. Girls spend more total time working inside the home than boys.
4. Baby sitting ranks highest in the amount of time spent working outside the home by girls.
5. Carrying papers ranks highest in the amount of time spent working outside the home by boys.
6. Going to the grocery takes about the same amount of time for both boys and girls.
7. Girls and boys spend more time on spelling and mathematics than any other subjects.
8. Boys spend less time doing home-work than working outside the home.
9. Girls spend more time working inside the home than doing home-work.

Race (C and D).- Table 25 contains the percentage of child hours for this group. There were no differences found.

Race (Entire).- Table 25 contains the percentage of child hours for this group. The differences are:

1. Negroes work outside the home more than whites.

High and Low Reading Ability.- Table 26 contains the percentage of child hours for this group. This comparison is confined to school home-work. No differences were found.

TABLE 25

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT IN WORK BY RACE

Kinds of Work	Percentages			
	C - D		Entire	
	Negro	White	Negro	White
Inside the home.....	.026	.03	.026	.021
Outside the home.....	.023	.023	.023	.014
School home-work.....	.011	.01	.011	.014
Total work.....	.06	.063	.06	.049
Child hours per group.....1536		2784	1536	5712

TABLE 26

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT IN WORK BY CHILDREN WITH HIGH AND LOW READING ABILITY

Kinds of Work	Percentages	
	High	Low
Inside the home.....	.026	.029
Outside the home.....	.014	.021
School home-work.....	.019	.013
Total work.....	.059	.063
Child hours per group.....	1440	1296

Summary of Findings on Work.- Sex seems to be one of the most important factors in time spent working inside the home. Washing and wiping dishes ranks first in time spent working inside the home with boys, although girls spend more time doing dishes than boys. Girls spend as much time caring for siblings or cooking as boys do washing and wiping dishes. Girls spend more total time working inside the home than boys. Probably many mothers feel they are training their daughters to be future homemakers and are teaching them the rudiments of home-making. Also, parents, very often, allow boys more freedom outside the home than girls.

Economic status seems to affect the boys when considering work outside the home. The boys in groups B and D spend more time working outside the home than group A. The lower groups probably feel the need for spending money and do not receive it as readily from their parents as the upper group.

Carrying papers ranks highest in work outside the home by boys. Baby sitting takes more of the girls' time outside the home than any other type of work. It seems that parents of girls this age are less reluctant to have their daughters work in homes than elsewhere. The fact that baby sitting is quite profitable during the present time is probably another reason for its popularity. Shopping for groceries ranks the same with both sexes.

The upper groups seem to spend more time on school home-work than the lower groups. Probably the surroundings

AVERAGE DAILY TIME SPENT WORKING
INSIDE THE HOME, OUTSIDE THE HOME,
AND ON HOME-WORK

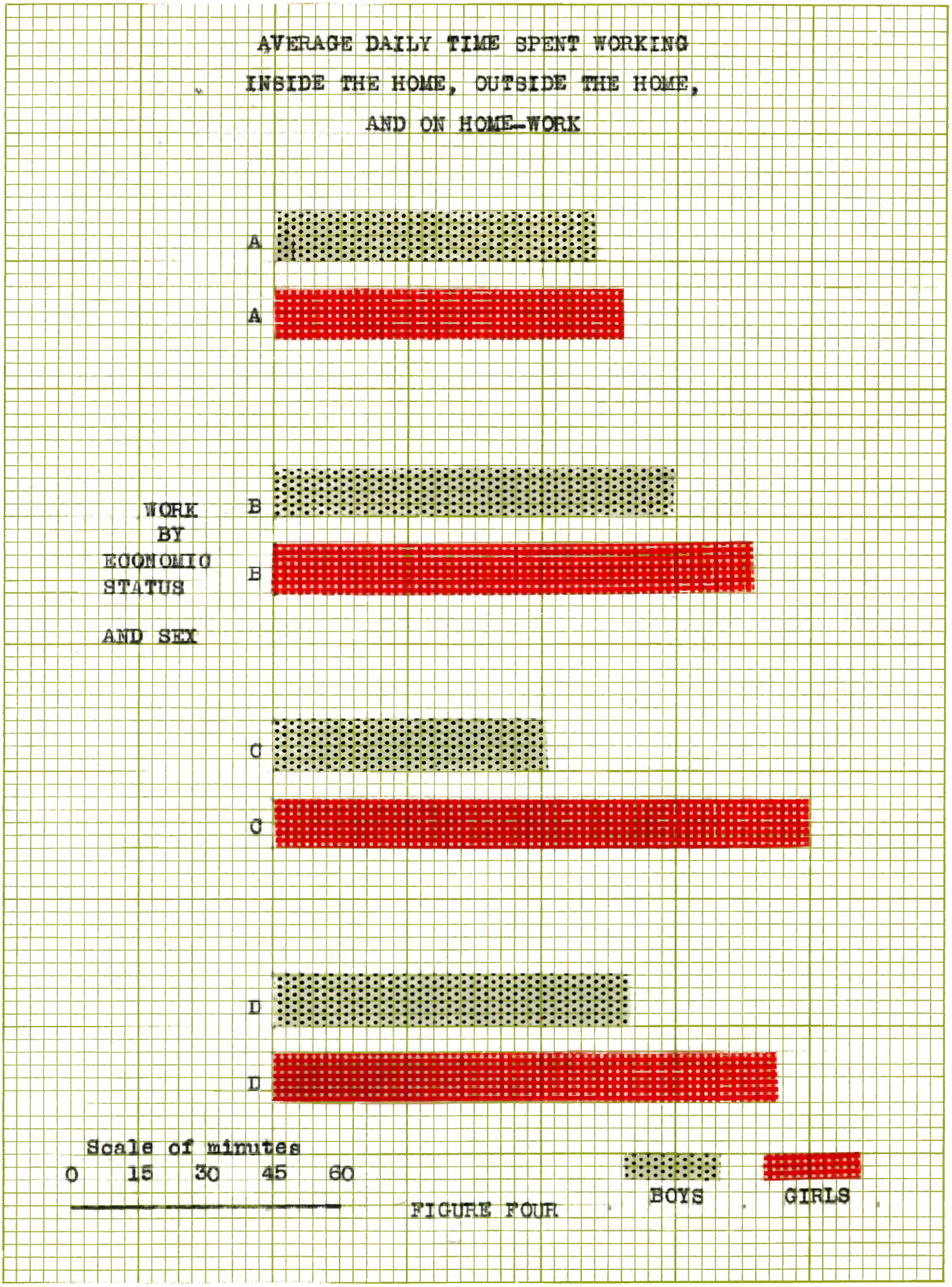

FIGURE FOUR

of the upper groups are more conducive to study.

High and low reading ability does not seem to be a factor in time spent on home-work.

Figure 4 shows the average amount of time spent per day working by economic status and sex.

Other Activities or "Hobbies"

"An ounce of pleasure you make for yourself is worth a ton of pleasure made for you by someone else."[7] Hobbies are generally recognized as an important type of child activity in directing interests into desirable channels. The activities listed in this section found under item 5 of the questionnaire, were considered by the respondents as hobbies.

Economic Status.- Table 27 contains the percentage of child hours for this group. The differences are:

1. C or D spend less time on other activities than A.
2. D spends less time on other activities than B.

Economic Status and Sex (Girls).- Table 28 contains the percentage of child hours for this group. The differences are:

1. C or D spend less time on other activities than A.
2. D spends less time on other activities than C or B.
3. D spends less time playing a musical instrument than any other group.
4. In group A, playing a musical instrument is the most important activity as far as the time element is concerned. No differences were found in the next

TABLE 27

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT
IN OTHER ACTIVITIES
BY GIRLS FROM THE FOUR ECONOMIC GROUPS

Types of other activites	Percentages			
	A	B	C	D
Baton		.001	.0007	
Chemistry		.0004		
Club work		.0007	.0007	
Cook	.001	.001		
Dance	.009	.0003	.003	.002
Draw	.001	.005	.0004	
Dramatics			.002	
Dress fitting		.0004		
Hebrew school	.0088	.002		
Horseback riding	.001			
Listen to records	.001	.0004	.0004	
Make crystal set			.0004	
Make necklace			.0004	
Make valentine box		.001		
Play musical instrument	.022	.022	.014	.003
Sew	.001	.003	.008	.009
Shop	.001	.002		
Sing		.001	.003	
Stamp collection			.0002	
Telephone	.01	.006	.0004	
Write letters		.0007	.001	
Write stories		.0004		
Total	.055	.046	.035	.014
Child hours per group	408	1128	1536	600

TABLE 28

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT IN OTHER ACTIVITIES BY BOYS FROM THE FOUR ECONOMIC GROUPS

Types of other activities	Percentages			
	A	B	C	D
Build	.008	.004	.0004	
Chemistry	.0007	.0017	.003	.0003
Cook			.0004	
Dance	.0014		.0017	
Draw		.003	.002	
Electronics		.001		
Hebrew School	.008			
Kiss the girls				.001
Listen to records		.0015		
Make hockey stick				.0006
Make things with father				.0006
Model airplanes	.0014	.004	.002	.004
Model ship engines	.008			
Play musical instrument	.013	.006	.003	
Play pool			.0006	
Post card collection			.0004	
Repair bicycle			.0009	.0006
Repair gun	.0014			
Repair motor		.001	.0006	
Repair radio			.0008	
Sing			.002	.0009
Stamp collection		.001	.0004	
Telephone		.0015	.0006	
Visit grandma		.0007		
Write letters		.0014		
Total	.043	.025	.018	.008
Child hours per group	360	1032	1320	864

three activities; dancing, telephoning, or attending Hebrew School.

5. In group B, playing a musical instrument is the most time consuming activity. No differences were found between telephoning, drawing, sewing, or shopping.
6. Sewing, in group C, shows some importance for the first time. No difference between sewing and playing a musical instrument is found.

Economic Status and Sex (Boys). - Table 29 contains the percentage of child hours for this group. The differences are:

1. C or D spend less time on other activities than A.
2. D spends less time on other activities than B.

Sex.- The percentages for this group are found on Table 30. The differences are as follows:

1. Girls spend more time on hobbies than boys.
2. Girls spend more time playing musical instruments than boys.
3. Playing a musical instrument ranks first, and sewing ranks second among the girls. Girls spend more time sewing than telephoning, horseback riding, drawing, or dancing.

Race (C and D).- Table 31 contains the percentage of child hours for this group. No differences were found.

Race (Entire).- Table 31 contains the percentage of child hours for this group. No differences were found.

TABLE 29

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT IN OTHER ACTIVITIES BY SEX

Types of other activities	Percentages	
	Boys	Girls
Baton		.0006
Build	.002	
Chemistry	.001	.0001
Club work		.0005
Cook	.0001	.0003
Dance	.0007	.003
Draw	.002	.002
Dramatics		.0007
Dress fitting		.0001
Electronics	.0003	
Hebrew school	.0007	.002
Horseback riding	.000	.0001
Kiss the girls	.0003	
Listen to records	.0004	.0003
Make crystal set		.0001
Make hockey stick	.0001	
Make necklace		.0001
Make things with father	.0001	
Make valentine box		.0003
Model airplanes	.003	
Model ship engines	.0008	
P lay musical instrument	.004	.015
Play pool	.0002	
Post card collection	.0001	
Repair bicycle	.0005	
Repair gun	.0001	
Repair motor	.0005	
Repair radio	.0003	
Sew		.006
Shop		.0006
Sing	.001	.001
Stamp collection	.0004	.0001
Telephone	.0008	.003
Visit grandma	.0002	
Write letters	.0001	.0006
Write stories		.0001
Total	.02	.037
Child hours per group	3576	3672

TABLE 30

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT
IN OTHER ACTIVITIES
FROM THE FOUR ECONOMIC GROUPS

	Percentages			
	A	B	C	D
Total time spent for other activities.....	.049	.035	.026	.011
Child hours per group.....	768	2160	2856	1464

TABLE 31

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT
IN OTHER ACTIVITIES
BY RACE

	Percentages			
	C-D		Entire	
	Negro	White	Negro	White
Total time spent for other activities.....	.022	.02	.022	.03
Child hours per group.....	1536	2784	1536	5712

Summary of Findings on Other Activities.- Both economic and sex factors seem to be very important when considering time spent on other activities, or hobbies. It seems that the lower the economic bracket descends, the shorter the time spent on hobbies. Many of the activities listed require rather expensive equipment, which may account for the lack of such activities in the lower economic brackets. It also might be of interest to note that hobbies which involve little or no money for equipment, gain importance as the economic bracket lowers, such as dancing, singing, and sewing.

Boys do not seem to spend as much time on other activities as girls. No significant differences in time spent on any particular activity is found among the boys while playing a musical instrument ranks first in importance among the girls.

The findings on playing musical instruments will be discussed. This activity ranks highest among the girls, and received the highest percentage of child hours among the boys, although no difference was found between this activity and other boy activities. The girls in groups A and B spend more time playing musical instruments than groups C and D. The boys in group A spend more time playing musical instruments than group C, group D not reporting. The general trend seems to be the higher the economic bracket, the more time spent playing musical instruments, especially among the girls. This may be attributed to home influence. Playing musical instruments involves expense for equipment and in-

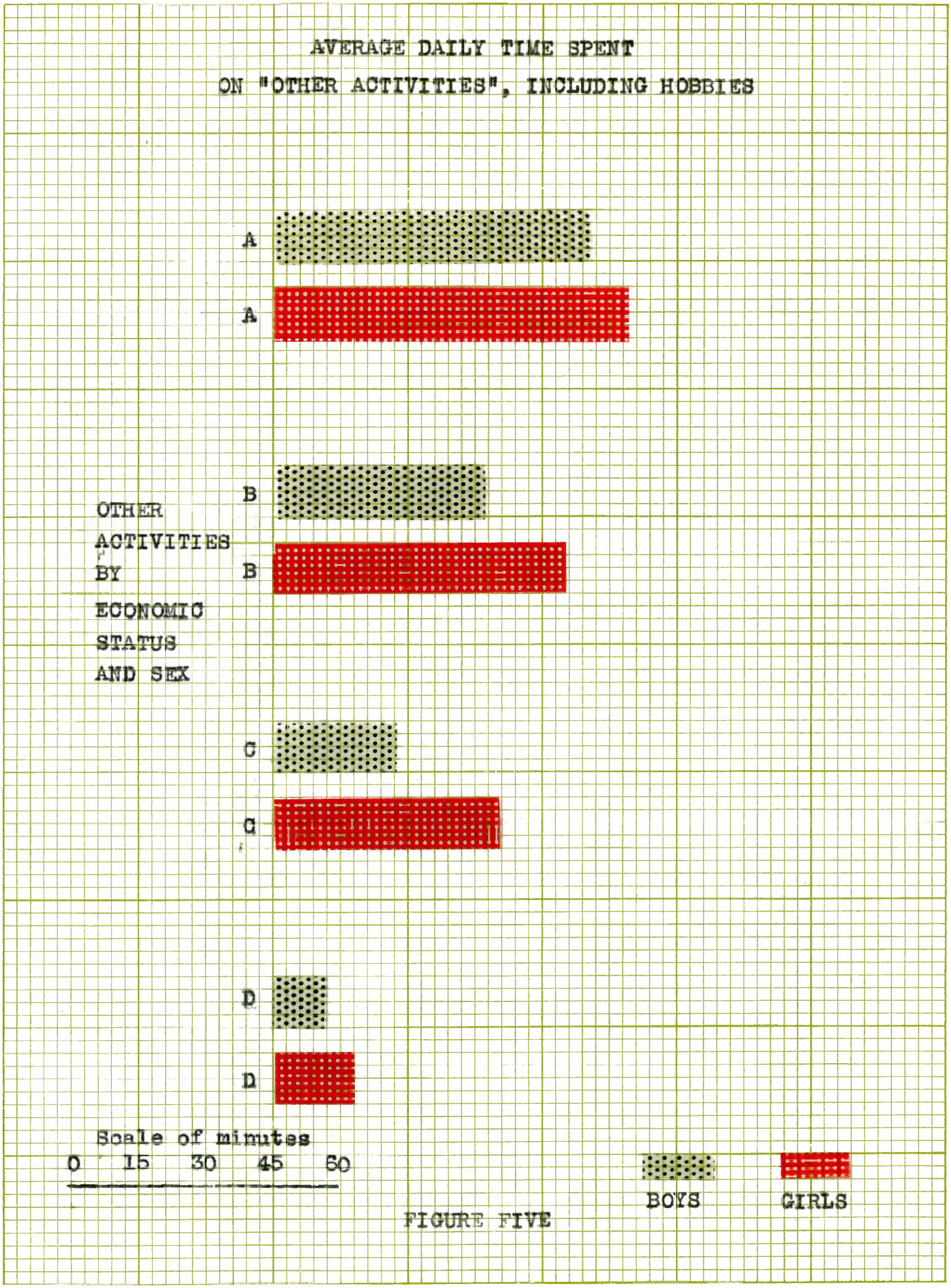
AVERAGE DAILY TIME SPENT
ON "OTHER ACTIVITIES", INCLUDING HOBBIES
OTHER ACTIVITIES BY ECONOMIC STATUS AND SEX
A
A
B
B
C
C
D
D
Scale of minutes
0 15 30 45 60
BOYS
GIRLS

FIGURE FIVE

struction. It may be assumed that the parents in the higher economic brackets are more able to afford such activities for their children. Girls are not usually as active as boys, and for this reason, it may be that they find this quiet type of activity more satisfying.

Girls spend more total time on other activities than boys. As was pointedout previously, boys spend more time playing than girls. Perhaps the girls make up for this difference by spending their time on hobbies.

No significant race differences were found.

Figure 5 shows the average amount of time spent per day for other activities by economic status and sex.

Sleep

This analysis will be confined to the amount of time in one day spent in sleep found in item 6 of the questionnaire. Tables 32 through 36 contain the percentage of child hours for this group. No significant differences were found. However, even though there were no significant differences in proportion found, it is interesting to note that the average child in the seventh and eighth grade seems to approximate nine hours of sleep each night.

Following are the mean hours of sleep for each of the various groups:

Economic Status	A.....9.47	hours
	B.....9.57	hours
	C.....8.99	hours
	D.....8.86	hours
Sex	Boys.....9.21	hours
	Girls....9.16	hours

TABLE 32

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT IN SLEEP FROM THE FOUR ECONOMIC GROUPS

Sleep	Percentages			
	A	B	C	D
Total time for sleep.....	.395	.398	.374	.369
Child hours per group....	768	2160	2856	1464

TABLE 33

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT IN SLEEP BY GIRLS FROM THE FOUR ECONOMIC GROUPS

Sleep	Percentages			
	A	B	C	D
Total time for sleep.....	.396	.401	.375	.363
Child hours per group....	408	1128	1536	600

TABLE 34

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT IN SLEEP BY BOYS FROM THE FOUR ECONOMIC GROUPS

Sleep	Percentages			
	A	B	C	D
Total time for sleep.....	.394	.396	.373	.374
Child hours per group....	360	1032	1320	864

TABLE 35

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT IN SLEEP BY SEX

Sleep	Percentages	
	Boys	Girls
Total time for sleep.....	.382	.384
Child hours per group.....	3576	3673

TABLE 36

PERCENTAGE OF CHILD HOURS IN ONE DAY SPENT IN SLEEP BY RACE

Sleep	Percentages			
	C - D		Entire	
	Negro	White	Negro	White
Total time for sleep.....	.365	.377	.365	.388
Child hours per group.....	1536	2784	1536	5712

Race (C - D)	Negroes..8.77 hours Whites...9.05 hours
Race (Entire)	Negroes..8.77 hours Whites...9.4 hours

The mean number of hours seems to decrease as the economic level lowers, and in the double race comparison, the Negroes seem to get less sleep than the whites. However, since no significant differences were found, these findings are inconclusive, and cannot be substantiated by statistical findings.

Summary of Time Spent on Daily Activities by Sex

The average amount of time spent in one day per child for each of the daily activities is found in figure 6.

Among the boys, "play" and "listening to the radio" rank first when considering the amount of time spent for each, since no significant difference in proportion is found between them. "Work" ranks second, "reading" third, and "other activities" fourth.

Among the girls, "radio" ranks first, "work" second, "play" third, and "reading" fourth.

The activity which showsthe greatest difference between the boys and girls is "play", the average amount of time for boys' play being 2 hours and 10 minutes, and the average amount of time for girls' play being 1 hour and 25 minutes.

Weekly Activities

The weekly activities included in this study are

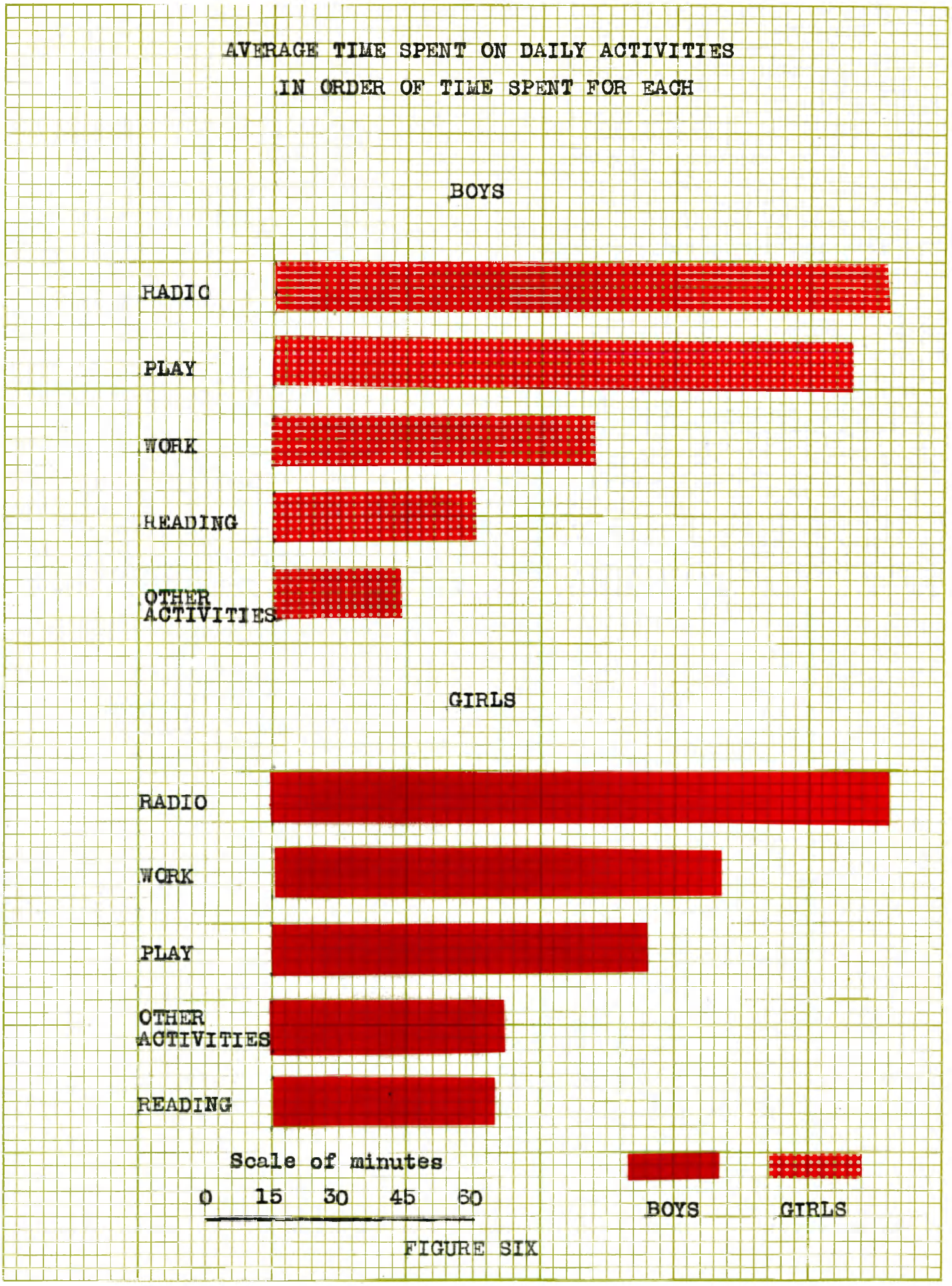
AVERAGE TIME SPENT ON DAILY ACTIVITIES
IN ORDER OF TIME SPENT FOR EACH
BOYS
RADIO
PLAY
WORK
READING
OTHER ACTIVITIES
GIRLS
RADIO
WORK
PLAY
OTHER ACTIVITIES
READING
Scale of minutes
0 15 30 45 60
BOYS
GIRLS

FIGURE SIX

movies, parties, clubs and church or Sunday School attendance. As previously stated, daily activities are handled as time studies. All differences in proportion found in weekly activities are based on the number of children participating in the various activities.

Movies

This study is concerned with two phases of this activity; movie attendance and the types of pictures seen.

Movie Attendance:- Attendance to movies and the effects of movies on children have been studied by many investigators. Dale[8] found that 70 per cent of the youngsters between eight and eighteen going at least once a week and about 25 per cent going twice a week.

Economic Status.- Table 37 contains the percentage of children attending for this group. The differences are:

1. More children in C attend movies than A or B.
2. In B, C, and D, a greater proportion of children attend than those who do not.
3. More children in C or D attend two or more movies per week than A or B.
4. In B, C, and D, a greater proportion attend movies than those who do not attend.

Economic Status and Sex (Girls).- Table 38 contains the percentage of children attending for this group. The differences are:

1. More girls in C attend movies than A, B, or D.
2. A or B attend more than one movie per week less often than C.

TABLE 37

PERCENTAGE OF CHILDREN ATTENDING MOVIES FOR ONE WEEK BY THE FOUR ECONOMIC GROUPS

Times Attending	Percentages			
	A	B	C	D
Seven times	.0	.0	.009	.0
Six times	.0	.0	.0	.0
Five times	.0	.0	.009	.016
Four times	.0	.0	.067	.033
Three times	.031	.042	.159	.098
Two times	.094	.122	.329	.312
One time	.469	.544	.378	.312
Total attending	.594	.711	.941	.771
On school nights	.0	.056	.353	.131
Number in group	32	90	119	61

TABLE 38

PERCENTAGE OF CHILDREN ATTENDING MOVIES FOR ONE WEEK BY GIRLS FROM THE FOUR ECONOMIC GROUPS

Times Attending	Percentages			
	A	B	C	D
Seven times	.0	.0	.0	.0
Six times	.0	.0	.0	.0
Five times	.0	.0	.0	.0
Four times	.0	.0	.016	.04
Three times	.0	.43	.156	.08
Two times	.118	.149	.312	.24
One time	.47	.489	.453	.32
Total attending	.588	.681	.937	.68
On school nights	.0	.064	.344	.12
Number in group	17	47	64	25

3. C attends movies on school nights more often than A, B, or D.

Economic Status and Sex (Boys).- Table 39 contains the percentages of children attending for this group. The differences are:

1. More boys in C or D attend movies than A or B.
2. A greater number of boys in C and D attend two or more movies per week than A.
3. More boys in C attend movies on school nights than A, B, or D.
4. In B, C, or D, a greater proportion attend movies than those who do not attend.

Sex.- Table 40 contains the percentage of children attending for this group. The differences are:

1. In both groups there are more who attend than those who do not attend.

Race (C and D).- Table 41 contains the percentage of children attending for this group. The differences are:

1. Negroes attend two or more movies per week more often than white.
2. Negroes attend movies on school nights more often than whites.
3. In both groups there are more children who attend movies than those who do not.

Race (Entire).- Table 41 contains the percentage of children attending for this group. The differences are:

1. More Negroes attend movies than whites.
2. A greater number of Negroes attend two or more movies than whites.

TABLE 39

PERCENTAGE OF CHILDREN ATTENDING MOVIES FOR ONE WEEK BY BOYS FROM THE FOUR ECONOMIC GROUPS

Times Attending	Percentages			
	A	B	C	D
Seven times	.0	.0	.018	.0
Six times	.0	.0	.0	.0
Five times	.0	.0	.018	.028
Four times	.0	.0	.127	.028
Three times	.067	.046	.164	.111
Two times	.067	.093	.327	.360
One time	.466	.605	.291	.306
Total attending	.6	.744	.945	.833
On school nights	.0	.047	.364	.139
Number in group	15	43	55	36

TABLE 40

PERCENTAGE OF CHILDREN ATTENDING MOVIES FOR ONE WEEK BY SEX

Times Attending	Percentages	
	Boys	Girls
Seven times	.007	.0
Six times	.0	.0
Five times	.013	.0
Four times	.054	.013
Three times	.108	.092
Two times	.242	.239
One time	.402	.444
Total attending	.826	.778
On school nights	.181	.183
Number in group	149	153

TABLE 41

PERCENTAGE OF CHILDREN ATTENDING MOVIES FOR ONE WEEK BY RACE

Times Attending	Percentages			
	C - D		Entire	
	Negro	White	Negro	White
Seven times	.016	.0	.016	.0
Six times	.0	.0	.0	.0
Five times	.016	.009	.016	.004
Four times	.125	.017	.125	.008
Three times	.188	.112	.188	.076
Two times	.312	.319	.312	.214
One time	.281	.396	.281	.463
Total attending	.938	.853	.938	.765
On school nights	.422	.198	.422	.118
Number in group	64	116	64	238

TABLE 42

PERCENTAGE OF CHILDREN ATTENDING MOVIES FOR ONE WEEK BY CHILDREN WITH HIGH AND LOW READING ABILITY

Times attending	Percentages	
	High	Low
Seven times	.0	.0
Six times	.0	.0
Five times	.0	.0
Four times	.0	.111
Three times	.017	.241
Two times	.1	.278
One time	.583	.185
Total attending	.7	.815
On school nights	.017	.37
Number in group	60	54

3. More Negroes attend movies on school nights than whites.
4. In both groups there are more children who attend movies than those who do not.

High and low Reading Ability.- Table 42 contains the percentages of children attending for this group. The differences are:

1. Children with low reading ability attend two or more movies per week more often than children with high reading ability.
2. A greater proportion of children with low reading ability attend movies on school nights than children with high reading ability.

Summary of Findings on Movie Attendance.- Many factors seem to be important in determining movie attendance; economic status, race, and reading ability overshadowing sex factors.

The boys in the two lower economic groups rank highest in the number of children attending movies and number of children attending two or more movies per week. More boys in group C attend movies on school nights than the boys in any other group. There are more children in groups B, C, and D who attend movies than those who do not attend.

Among the girls, group C seems to be predominant in movie attendance. A greater number of girls in group C attend at least one movie per week, attend two or more movies per week, and attend on school nights, than any other group. In groups B and C there are more girls who attend movies than those who do not.

Economic status seems to be an important factor in movie attendance, but the findings are rather puzzling. Throughout the comparisons the C group seems to rank highest in the different types of attendance studied, the D group second, the B group third, and the A group fourth. The reason for this high attendance in group C cannot be explained. However, since all differences found were between either of the two lower groups and either of the two upper groups, it appears that more children in the two lower groups attend movies than the two upper groups.

It seems strange that the groups with less money seem to frequent the movies more often than the groups with more money. Perhaps children in the higher economic levels have more opportunities for other interesting activities in which to participate. Perhaps the parents from the better homes do a better job of guidance by discouraging their children to attend movies during school nights or attending more than one movie per week. It is probable that the heavy attendance in the lower economic brackets is psychological, the children finding relief in the make-believe world they find in the movies. These findings are not entirely conclusive since group D, especially among the girls, does not rank as high as group C in the various movie attendance comparisons. Figure 7 contains various economic movie attendance comparisons.

In the double race comparison, two similar differences were found: Negroes attend two or more movies per week and attend movies on school nights more often than

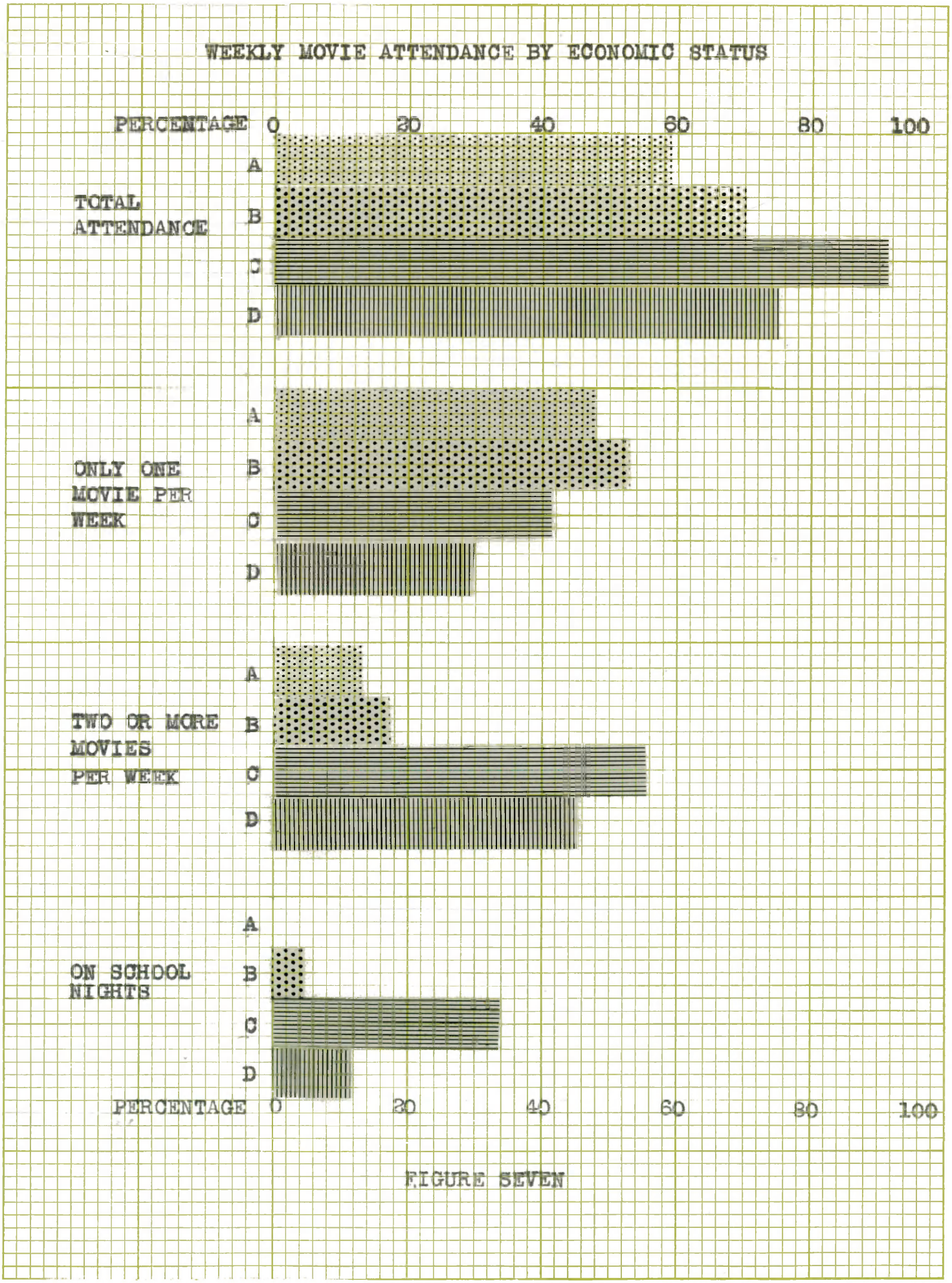

FIGURE SEVEN

whites. In an analysis of 142 pictures Mitchel[9] states that "313 scenes consisted of treatment of employees and subordinates.....It was found that children, employees "inferior" races, and persons of "inferior" social standing tended to be treated better in the movies than in the real world." Perhaps the Negro gets vicarious satisfaction for desires not adequately met in real life. In the total race comparison it is found that more Negroes attend movies than whites. This may be an economic difference, or it may be a race difference, although a similar difference was not found in the C-D comparison.

When considering children with high and low reading ability, there was no difference in the number of children attending, but the children with low reading ability attended two or more movies and attended on school nights more often than children with high reading ability.

Types of Pictures Seen.- What types of moving pictures are the seventh and eighth grade boys and girls of Omaha seeing? On the questionnaire under item 7, the children were asked to state the titles of the pictures they saw and give reasons for liking or not liking them..

The "Family Movie Guide" in The Parents' Magazine was chosen as the source of obtaining the ratings for the pictures. Catherine C. Edwards,[10] editor, says, "The Parents' Magazine movie appraisals are not the view of one person, but the composite judgment of several well-qualified reviewers."

In this movie guide[11] the ratings are applied to

three different age levels: (1) children from eight to twelve years of age, (2) children from twelve to sixteen years of age, and (3) adults. The present analysis deals with the second level, the children from twelve to sixteen years of age.

The following outline contains the titles of the pictures seen by the children, classified according to the ratings mentioned above:

I. Approved for children 12 to 16 years of age

A. Excellent

1. Black Gold
2. Carnegie Hall
3. Fiesta
4. Spirit of West Point
5. Red Stallion
6. Romance of Rosy Ridge
7. The Yearling
8. Margie
9. Stairway to Heaven
10. Smokey
11. Tom Sawyer
12. Thunderhead

B. Good

1. Mother Wore Tights
2. Something in the Wind
3. Down to Earth
4. Belle of San Angelo
5. Vigilantes of Boomtown
6. It Happened on 5th Avenue
7. Low Honeymoon
8. Ginger

C. Fair

1. Last of the Redmen
2. Invisible Wall
3. That Hagan Girl
4. Merton of the Movies
5. Black Lash
6. When a Girl's Beautiful
7. I Love Trouble

D. Good of type, i.e., western, mystery, farce, etc.

1. Blondie in the Dough
2. Where there's Life
3. Heaven Only Knows
4. The Trouble with Women
5. Adventure Island
6. News Hounds
7. Gas House Kids
8. Pirated of Monterey
9. Killer McCoy
10. Along the Oregon Trail

E. Routine (Mediocre)

1. Heartaches
2. Robin Hood of Monterey
3. Dangerous Money

II. Not approved for children 12 to 16 years of age

A. Questionable (in spots or as a whole)

1. Living in a Big Way
2. Winter Wonderland

B. Too mature

1. Repeat Performance
2. The Other Love
3. Song of the Thin Man
4. Crossfire
5. Foxes of Harrow

C. Unsuitable

1. Desert Fury
2. Brute Force
3. Moss Rose
4. Dark Passage
5. Wild Harvest
6. Out of the Past
7. I Walk Alone
8. Fun on a Weekend
9. Escape Me Never

This represents a total of 56 pictures classified in their respective categories. Eight other titles were listed on the questionnaires but no classification was found for them. They have been eliminated from this analysis.

To facilitate analysis of responses the titles are reduced to three classifications; 20 movies seen by 156 children are rated good or excellent; 20 pictures seen by 100 children are rated fair to mediocre; 16 movies seen by 91 children, are rated questionable to unsuitable.

The fact that only 35 per cent of the titles are classified as good or excellent is a matter which should be given further study. About 30 per cent of the titles were not approved for this age level. Thirty-five per cent were just fair to mediocre. This analysis suggests that children of this age attend all types of pictures.

How well do they receive these pictures? Do they like all types equally as well? The types of responses given for liking and disliking movies rated good or excellent are described in Table 43. Table 44 lists the responses given for liking and didliking movies rated fair to mediocre. The responses for liking and disliking movies rated questionable to unsuitable are listed in Table 45.

It is interesting to note that 30.8 per cent of the responses from children who saw the pictures on the disapproved list indicated dislike for the pictures, while only 5.5 per cent of the responses from the children who saw pictures on the approved list indicated dislike. The difference is highly significant, t being 9.45. This finding suggests that a greater percentage of children dislike pictures which are not approved than pictures which are approved. 94.5 per cent of responses from the children who saw approved pictures indicated a liking for them, while only 69.2 per cent

TABLE 43

RESPONSES FOR LIKING AND DISLIKING MOVIES RATED EXCELLENT OR GOOD FROM THE ENTIRE GROUP

Responses	Number of Responses	Percentage of Responses
I. Like it		
Exciting	21	.135
About animals	20	.128
Funny	16	.103
Interesting	16	.103
Musical	15	.096
About sports	13	.083
Reasonable	5	.031
Good Acting	4	.026
Romantic	4	.026
Others	37	.237
Total	151	.968
II. Did not like it		
Do not like music	1	.0064
No plot	1	.0064
Too complicated	1	.0064
Do not like dogs	1	.0064
Old time picture	1	.0064
Total	5	.032
Total number responses	156	1.0000

TABLE 44

RESPONSES FOR LIKING AND DISLIKING MOVIES RATED FAIR TO MEDIOCRE FROM THE ENTIRE GROUP

Responses	Number of Responses	Percentage of Responses
I. Like it		
Funny	36	.36
Exciting	19	.19
Mysterious	6	.06
About kids	6	.06
Favorite actor	5	.05
Ended right	3	.03
Others	16	.16
Total	91	.91
II. Did not like it		
Full of sorrow	1	.01
No plot	1	.01
Didn't like plot	1	.01
Don't know	1	.01
Too fantastic	1	.01
Too dramatic	1	.01
Too silly	2	.02
Punished an innocent girl	1	.01
Total	9	.09
Total number responses	100	1.00

TABLE 45

RESPONSES FOR LIKING AND DISLIKING MOVIES RATED QUESTIONABLE TO UNSUITABLE FROM THE ENTIRE GROUP

Responses	Number of Responses	Percentage of Responses
I. Like it		
Exciting	16	.176
Winter sports	10	.109
Lots of murder	7	.077
Suspense	6	.066
Favorite star	5	.055
Dancing	5	.055
Others	14	.154
Total	63	.692
II. Did not like it		
No point to it	1	.011
Too spookey	1	.011
Acting no good	1	.011
Too mushy	5	.055
Too dull	4	.044
Too much sorrow	1	.011
Plot too draggy	1	.011
So many murders	1	.011
Too fantastic	4	.044
Hero got killed	1	.011
No good ending	3	.033
Nonsense	1	.011
It was dead	1	.011
Didn't explain	1	.011
Didn't understand it	1	.011
Total	28	.308
Total responses	91	1.000

of responses from children who saw disapproved pictures indicated a liking for them. Again the difference is highly significant, t being 3.06.

Concluding this analysis, it seems that, although children do attend all types of pictures, they like those which are suitable for their age level better than those which are not suitable.

In answer to the question "Why did you like it?" a large variety of responses were received. From the compilations found in Tables 43 through 45, it seems that children this age are especially fond of pictures which are exciting and humorous. They also like pictures about sports, animals, and music. They do not seem to like pictures which are too fantastic, full of sorrow, or have unhappy endings.

Parties

This analysis includes a study of the number of children attending parties for one week and the number of children attending different types of parties, found under item 8 in the questionnaire. The term "party" is not confined to a social function where refreshments are served. It includes any type of social gathering which is planned for children this age.

Economic Status.- Tables 46 and 47 contain the percentages for this group. The differences are:

1. A greater proportion of children in A or B attend parties than C or D, and C more than D.

TABLE 46

PERCENTAGE OF CHILDREN ATTENDING PARTIES FROM THE FOUR ECONOMIC GROUPS

Number of Parties	Percentages			
	A	B	C	D
Four parties	.031	.0	.0	.0
Three parties	.188	.089	.059	.0
Two parties	.219	.278	.210	.115
One party	.406	.389	.294	.262
Number attending	.844	.756	.563	.377
Number in group	32	90	119	61

TABLE 47

PERCENTAGE OF CHILDREN ATTENDING DIFFERENT KINDS OF PARTIES FROM THE FOUR ECONOMIC GROUPS

Kinds of Parties	Percentages			
	A	B	C	D
Church parties	.125	.111	.143	.164
School parties	.531	.389	.303	.164
Club party	.094	.178	.067	.033
Home parties	.312	.278	.227	.131
Number in group	32	90	119	61

2. In A and B there are more children who attend parties than children who do not attend.
3. There are more children in D who do not attend parties than those who do attend.
4. For school parties, A attends more than C, and B and C more than D.
5. B attends club parties more than D.
6. A attends home parties more than D.
7. A attends other parties not listed more than B, C, or D.

Economic Status and Sex (Girls).- Tables 48 and 49 contain the percentages for this group. The differences are:

1. A greater proportion in A or B attend parties than C or D.
2. In A and B there are more girls who attend parties than those who do not.
3. A or B attend more school parties than C or D.
4. B attends more club parties than D.

Economic Status and Sex (Boys).- Tables 50 and 51 contain the percentages for this group. The differences are:

1. More boys in A or B attend than D.
2. In A and B there are more who attend parties than those who do not attend.
3. B attends home parties more often than C.
4. A attends other parties not listed more than B,C, or D.

Sex.- Tables 52 and 53 contain the percentages for

TABLE 48

PERCENTAGE OF GIRLS ATTENDING PARTIES FROM THE FOUR ECONOMIC GROUPS

Number of parties	Percentages			
	A	B	C	D
Four parties	.0	.0	.0	.0
Three parties	.235	.106	.62	.0
Two parties	.235	.426	.266	.12
One party	.471	.298	.281	.24
Total attending	.941	.83	.609	.36
Number in group	17	47	64	25

TABLE 49

PERCENTAGE OF GIRLS ATTENDING DIFFERENT KINDS OF PARTIES FROM THE FOUR ECONOMIC GROUPS

Kinds of parties	Percentages			
	A	B	C	D
Church parties	.059	.085	.172	.16
School parties	.706	.489	.234	.08
Club parties	.118	.213	.094	.0
Home parties	.412	.319	.281	.24
Other parties	.294	.106	.047	.0
Number in group	17	47	64	25

TABLE 50

PERCENTAGE OF BOYS ATTENDING PARTIES FROM THE FOUR ECONOMIC GROUPS

Number of Parties	Percentages			
	A	B	C	D
Four parties	.067	.0	.0	.0
Three parties	.133	.07	.055	.0
Two parties	.2	.116	.145	.111
One party	.333	.488	.309	.278
Total attending	.733	.674	.509	.389
Number in group	15	43	55	36

TABLE 51

PERCENTAGE OF BOYS ATTENDING DIFFERENT KINDS OF PARTIES FROM THE FOUR ECONOMIC GROUPS

Kinds of Parties	Percentages			
	A	B	C	D
Church parties	.2	.14	.109	.167
School parties	.333	.279	.382	.222
Club parties	.067	.14	.036	.056
Home parties	.2	.232	.164	.056
Other parties	.4	.093	.073	.0
Number in group	15	43	55	36

this group. The differences are:

1. More girls attend parties than boys.
2. There are more girls who attend parties than those who do not.
3. Girls attend home parties more often than boys.

Race (C and D).- Tables 54 and 55 contain the percentages for this group. The differences are:

1. Negroes attend more home parties than whites.

Race (Entire).- Tables 54 and 55 contain the percentages for this group. No differences are found.

Summary of Findings on Parties.- Both economic and sex factors are important when considering party attendance. Race factors seem negligible.

Summarizing, it seems that more children in the two upper economic groups attend parties than those in the lower groups. No differences are found between A and B in the number of children attending parties. Many differences are found between either A or B and either C or D. Some differences are found between C and D. It appears that more children in groups A and B attend parties than those in groups C and D, group D attending the least. Perhaps the children in the upper economic groups have more opportunities to attend parties, and find much satisfaction in attending them. It is rather interesting to note here that the findings on movie attendance is almost the reverse, the lower groups attending more than the upper groups.

It seems the higher the economic bracket ascends the more popular school parties become. It may be that the

TABLE 52

PERCENTAGE OF CHILDREN ATTENDING PARTIES BY SEX

Number of Parties.	Percentages	
	Boys	Girls
Four parties.....	.007	.0
Three parties.....	.054	.085
Two parties.....	.134	.287
One party.....	.355	.301
Total attending.....	.550	.673
Number in group.....	149	153

TABLE 53

PERCENTAGE OF CHILDREN ATTENDING DIFFERENT KINDS OF PARTIES BY SEX

Kinds of Parties	Percentages	
	Boys	Girls
Church parties.....	.141	.131
School parties.....	.309	.34
Club parties.....	.075	.118
Home parties.....	.162	.301
Other parties.....	.094	.085
Number in group.....	149	153

TABLE 54

PERCENTAGE OF CHILDREN ATTENDING PARTIES BY RACE

Number of Parties	Percentages			
	C - D		Entire	
	Negro	White	Negro	White
Four parties.....	.0	.0	.0	.004
Three parties.....	.063	.026	.063	.072
Two parties.....	.203	.164	.203	.214
One party.....	.25	.301	.25	.349
Total attending.....	.516	.491	.516	.639
Number in group.....	64	116	64	238

TABLE 55

PERCENTAGE OF CHILDREN ATTENDING DIFFERENT KINDS OF PARTIES BY RACE

Kinds of Parties	Percentages			
	Negro	White	Negro	White
Church parties.....	.172	.138	.172	.126
School Parties.....	.375	.189	.375	.311
Club parties.....	.094	.034	.094	.096
Home parties.....	.266	.155	.266	.223
Other parties.....	.047	.034	.047	.101
Number in group.....	64	116	64	238

schools follow the patterns of the communities in which they are located.

Group B ranks higher, especially among the girls, than group D in attendance to club parties. Later in this study it will be found that group B ranks high in club attendance and group D ranks very low. Clubs and club parties are usually sponsored by interested adults. The possible lack of adult interest in group D needs further study.

In the total economic comparison group A attends home parties more often than any other group. In the economic comparison combined with sex, it is found that the boys in group B attend home parties more than those in group D. Among the girls, economic differences are negligible when considering home parties.

A greater number of girls attend parties than boys. This is not surprising, as girls are, quite often, more socially minded at this age than boys. Home party attendance ranks higher among girls than boys. This again points out the fact that daughters this age may be under closer home supervision than boys.

In the double race comparison, no similar differences are found. In the C-D comparison, Negroes attend home parties more than whites. No reason is given for this difference.

Clubs

This analysis will include a study of the number of children attending clubs and the number of children attending

different types of clubs, as found under item 9 in the questionnaire.

Before continuing this study some explanation is now given about group C. Mr. Krebs, principal of Lake School, set up an intensive club program for his pupils during the fall of 1947. He said that if this survey had been conducted five months previously, the findings would have been entirely different. He has given many hours of his own time to organize this program and, although the findings for group C will probably not be representative of the C population at large, it will show what can be done if such districts have the right kind of leadership.

Economic Status.- Tables 56 and 57 contain the percentages for this group. The differences are:

1. A greater percentage of children in B or C attend than in D.
2. There are more children in B who attend than those who do not.
3. There are less children in D who attend than those who do not.
4. There are more children in B who attend Scouts than in A, C, or D.
5. There are more children in C who attend the Y.W.C.A. or Y.M.C.A. than in A, B, or D.

Economic Status and Sex (Girls).- Tables 58 and 59 contain the percentages for this group. The differences are:

1. B attends more than C or D.
2. More girls in B and C attend than those who do not.

TABLE 56

PERCENTAGE OF CHILDREN ATTENDING CLUBS FROM THE FOUR ECONOMIC GROUPS

Number of Clubs	Percentages			
	A	B	C	D
Four clubs	.0	.011	.0	.007
Three clubs	.063	.078	.059	.016
Two clubs	.094	.2	.076	.098
One club	.406	.422	.387	.246
Total attending	.563	.711	.63	.362
Number in group	32	90	119	61

TABLE 57

PERCENTAGE OF CHILDREN ATTENDING KINDS OF CLUBS FROM THE FOUR ECONOMIC GROUPS

Kinds of Clubs	Percentages			
	A	B	C	D
Boy and Girl Scouts	.312	.589	.252	.141
Cubs	.0	.033	.0	.016
Y. M. C. A. and Y. W. C. A.	.062	.056	.244	.098
Church clubs	.344	.244	.344	.098
Campfir Girls	.0	.033	.0	.016
Others	.094	.122	.16	.103
Number in group	32	90	119	61

TABLE 58

PERCENTAGE OF GIRLS ATTENDING CLUBS
FROM THE FOUR ECONOMIC GROUPS

Number of Clubs	Percentages			
	A	B	C	D
Four clubs	.0	.0	.016	.0
Three clubs	.0	.021	.031	.04
Two clubs	.118	.277	.219	.08
One club	.529	.447	.390	.24
Total attending	.647	.745	.656	.36
Number in group	17	47	64	25

TABLE 59

PERCENTAGE OF GIRLS ATTENDING KINDS OF CLUBS
FROM THE FOUR ECONOMIC GROUPS

Kinds of Clubs	Percentages			
	A	B	C	D
Y. W. C. A.	.0	.042	.156	.0
Church	.588	.319	.313	.36
Girl Scout	.118	.489	.328	.04
Campfire Girls	.0	.064	.0	.04
Others	.116	.149	.141	.0
Number in group	17	47	64	25

3. Less girls in D attend than those who do not.
4. More in C attend the Y.W.C.A. than in D.
5. A attends church clubs more than C.
6. B attends Schuts more than A or D.
7. C attends Scouts more than D.
8. B attends other clubs not listed more than D.

Economic Status and Sex (Boys).- Tables 60 and 61 contain the percentages for this group. The differences are:

1. D attends less than C or B.
2. In B and C there are more who attend than those who do not.
3. In D there are more who do not attend than those who do attend.
4. A or B attend Scouts more often than C or D.
5. C attends clubs not listed more often than A or D.

Sex.- Tables 62 and 63 contain the percentages for this group. The differences are:

1. More girls attend clubs than those who do not.
2. More boys attend Y.M.C.A. than the girls attend Y.W.C.A.
3. More girls attend church clubs than boys.
4. More boys attend Scouts than any other club.
5. More girls attend either Scouts or church clubs than any other clubs.

Race (C and D).- Tables 64 and 65 contain the percentages for this group. The differences are:

1. More Negroes attend clubs than whites.
2. There are more Negroes who attend clubs than those

TABLE 60

PERCENTAGE OF BOYS ATTENDING CLUBS FROM THE FOUR ECONOMIC GROUPS

Number of Clubs	Percentages			
	A	B	C	D
Four clubs	.0	.23	.0	.0
Three clubs	.133	.139	.091	.0
Two clubs	.007	.116	.127	.111
One club	.267	.396	.382	.25
Total attending	.467	.674	.6	.361
Number in group	15	43	55	36

TABLE 61

PERCENTAGE OF BOYS ATTENDING DIFFERENT KINDS OF CLUBS FROM THE FOUR ECONOMIC GROUPS

Kinds of Clubs	Percentages			
	A	B	C	D
Boy Scouts	.533	.698	.164	.222
Cubs	.0	.07	.0	.028
Y.M.C.A	.133	.07	.345	.167
Church	.067	.163	.164	.056
Others	.0	.093	.182	.0
Number in group	15	43	55	36

TABLE 62

PERCENTAGE OF CHILDREN ATTENDING CLUBS
BY SEX

Number of Clubs	Percentages	
	Boys	Girls
Four clubs	.007	.006
Three clubs	.087	.026
Two clubs	.114	.203
One club	.342	.399
Number attending	.55	.634
Number in group	149	153

TABLE 63

PERCENTAGE OF CHILDREN ATTENDING KINDS OF CLUBS
BY SEX

Kinds of Clubs	Percentages	
	Boys	Girls
Scouts	.369	.308
Y.M.C.A. or Y.W.C.A.	.201	.078
Church	.128	.353
Cubs	.027	.0
Campfire Girls	.0	.026
Others	.094	.124
Number in group	149	153

who do not.

3. More Negroes attend the Y.M.C.A. and the Y.W.C.A. than whites.
4. There are more Negroes who attend the Y.M.C.A. and Y.W.C.A. than those who attend Scouts.

Race (Entire).- Tables 64 and 65 contain the percentages for this group. The differences are:

1. More whites attend Scouts than Negroes.
2. More Negroes attend the Y.M.C.A. and Y.W.C.A. than whites.
3. More whites attend Scouts than any other club.

Summary of Findings on Clubs.- There seems to be a variety of factors determining club attendance.

Considering the economic factor alone, group B seems to stand out highest in club attendance, group C ranking second. Group D was the only group where the majority of children did not attend clubs. It should be pointed out that Group B runs highest in club attendance quite consistently. Perhaps the people in this economic group are more conscious of the value of club participation for youth this age, and are willing to give time and effort to sponsor such organizations. The explanation for group C has already been given. Throughout this study it seems that in group D, there is a paucity of club organizations. A check with one of the Girl Scout supervisors substantiates this finding. It seems rather ironical that the lowest economic group, a group which should be receiving the greatest amount of help and guidance from the community, seems to be receiving the least.

TABLE 64

PERCENTAGE OF CHILDREN ATTENDING CLUBS BY RACE

Number of Clubs	Percentages			
	C - D		Entire	
	Negro	White	Negro	White
Four clubs	.016	.0	.016	.004
Three clubs	.078	.026	.078	.05
Two clubs	.187	.129	.187	.151
One club	.375	.319	.375	.37
Number attending	.656	.474	.656	.575
Number in group	64	116	64	238

TABLE 65

PERCENTAGE OF CHILDREN ATTENDING KINDS OF CLUBS BY RACE

Kinds of Clubs	Percentages			
	C - D		Entire	
	Negro	White	Negro	White
Boy Scouts	.047	.121	.047	.214
Cubs	.016	.0	.016	.013
Y.M.C.A.	.281	.06	.281	.059
W.W.C.A.	.094	.026	.094	.013
Church clubs	.297	.181	.297	.227
Girl Scouts	.156	.103	.153	.155
Campfire Girls	.0	.009	.0	.017
Others	.078	.121	.078	.121
Number in group	64	116	64	238

Scouting seems to be the most popular organization in group B, and the Y.M.C.A. and Y.W.C.A. seem to be the most popular in group C.

Considering sex and economic status combined, several similar differences were found. In both groups B and C, there are more who attend clubs than those who do not attend and in group D there are more who do not attend. With the boys, Scouting is attended more often in the two upper groups than in the two lower groups. With the girls, Scouting seems better attended in the B and C groups, as group B attends more than group A or D, and group C attends more than group D. It is interesting to note that the girls in group A attend church clubs more than group C, the only significant difference found in church club attendance in the economic-sex comparisons.

Considering sex alone, no difference was found in general attendance. There were two striking differences found in the kinds of clubs boys and girls attend. Boys attend the Y.M.C.A. more often than the girls attend the Y.W.C.A. Girls attend church clubs more often than boys. Since attendance to the Christian Associations often takes children away from the neighborhood, this may be a reason why girls do not attend this organization as much as boys. Church clubs are usually in the neighborhood, and since the next study will indicate that more girls attend Sunday School than boys, it is not surprising to find that possibly more girls attend church clubs than boys.

In the double race comparison only one similar difference is found. Negroes attend Y.M.C.A. and Y.W.C.A. more of-

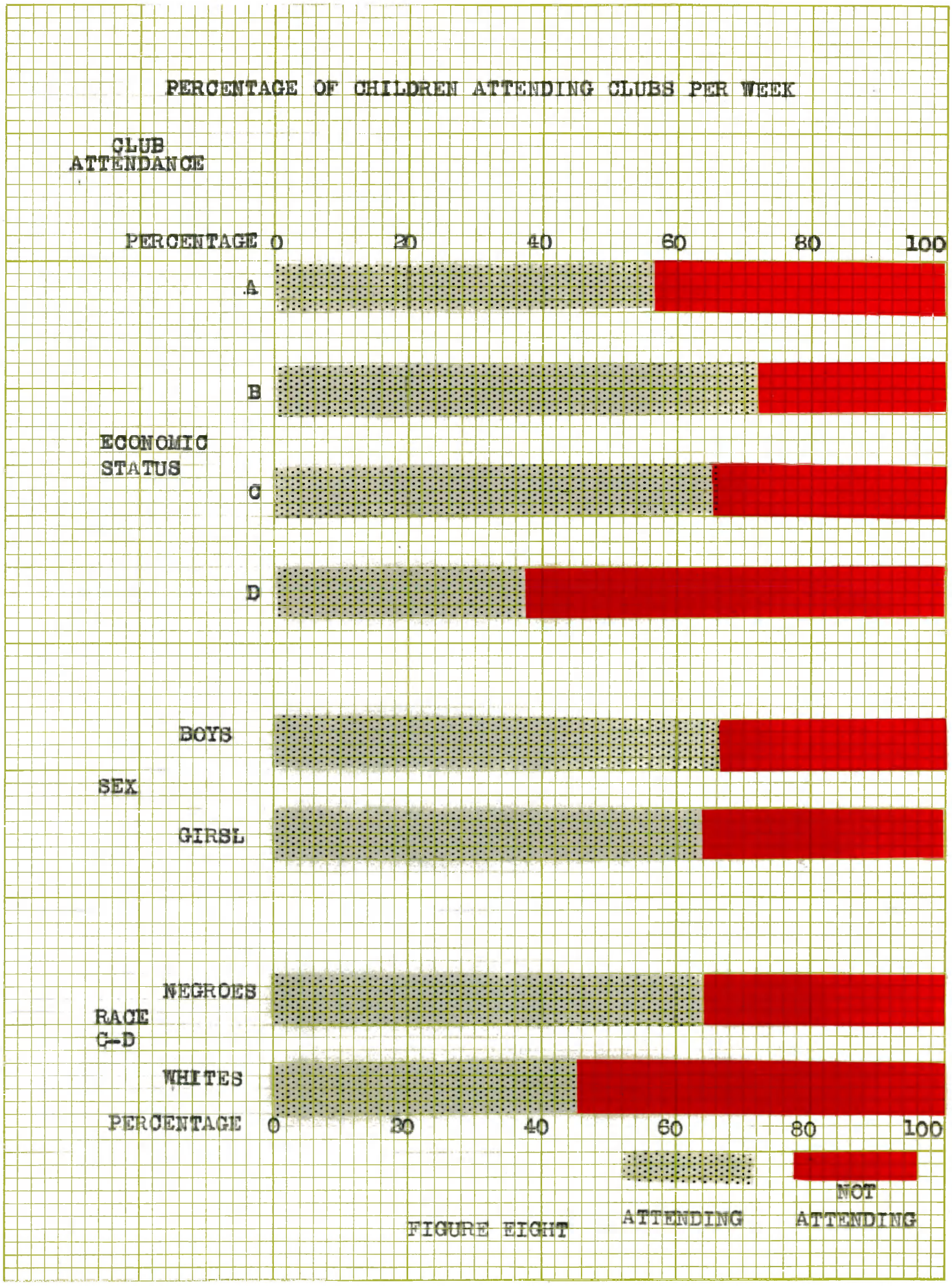

FIGURE EIGHT

ten than whites. No explanation is given for this finding.

In the C-D race comparison Negro club attendance is higher than white attendance. Since many of the Negroes in this survey were selected from Lake School where the extensive club program is operating, it may be that more Negroes are taking advantage of this club program than whites.

In the race comparison, using the entire group, Scouting ranks higher in attendance than the Christian Associations among the whites, and just the reverse for the Negroes. Since the Scouting difference was not found in the C-D comparison, this difference is considered inconclusive.

It may be concluded that club participation plays an important part in attendance to childrens' out-of-school activities. Scouting organizations are quite active in all areas with the exception of the lowest economic area. The Christian Associations are more active in the C economic bracket. The church seems to have a broad, general influence over all areas. Since Cub participation at this age level is in the form of leadership, and not active membership, the number of participants is small. Campfire attendance is not large.

Figure 8 contains club attendance comparisons by economic status, sex, and race.

Sunday School or Church

Religious training has long been recognized as a

necessary part of an individual's education. "The supreme end of character training is spiritual. This means that character formation is a vital process, a furthering of life to develop the child in his entirety, to form a true man, and to build a worthy and contented life."[12]

This analysis will include a study of the number of children attending Sunday School or Church, found under item 10 of the questionnaire. All percentages concerning this subject are found in Table 66.

In any comparison made, more children attend Sunday School than those who do not. In both economic and economic-sex comparisons, group B attends more often than group D. Using sex comparison alone, more girls attend Sunday School or church than boys. No race differences are found.

Summary of Findings on Sunday School or Church Attendance.- In the different comparisons it is quite consistently found that group B attends Sunday School or church more than group D. In the total economic comparison, 80 per cent of the children in group B and 59% of the children in group D attend. Since no differences are found in either group A or group C, this B-D difference does not follow a general economic trend and cannot be explained.

The fact that more girls seem to attend than boys has been substantiated by many other studies of this nature. Perhaps religious training appeals more to girls than to boys. Perhaps girls are under a stronger home influence than boys.

Race differences are negligible in this study, as no

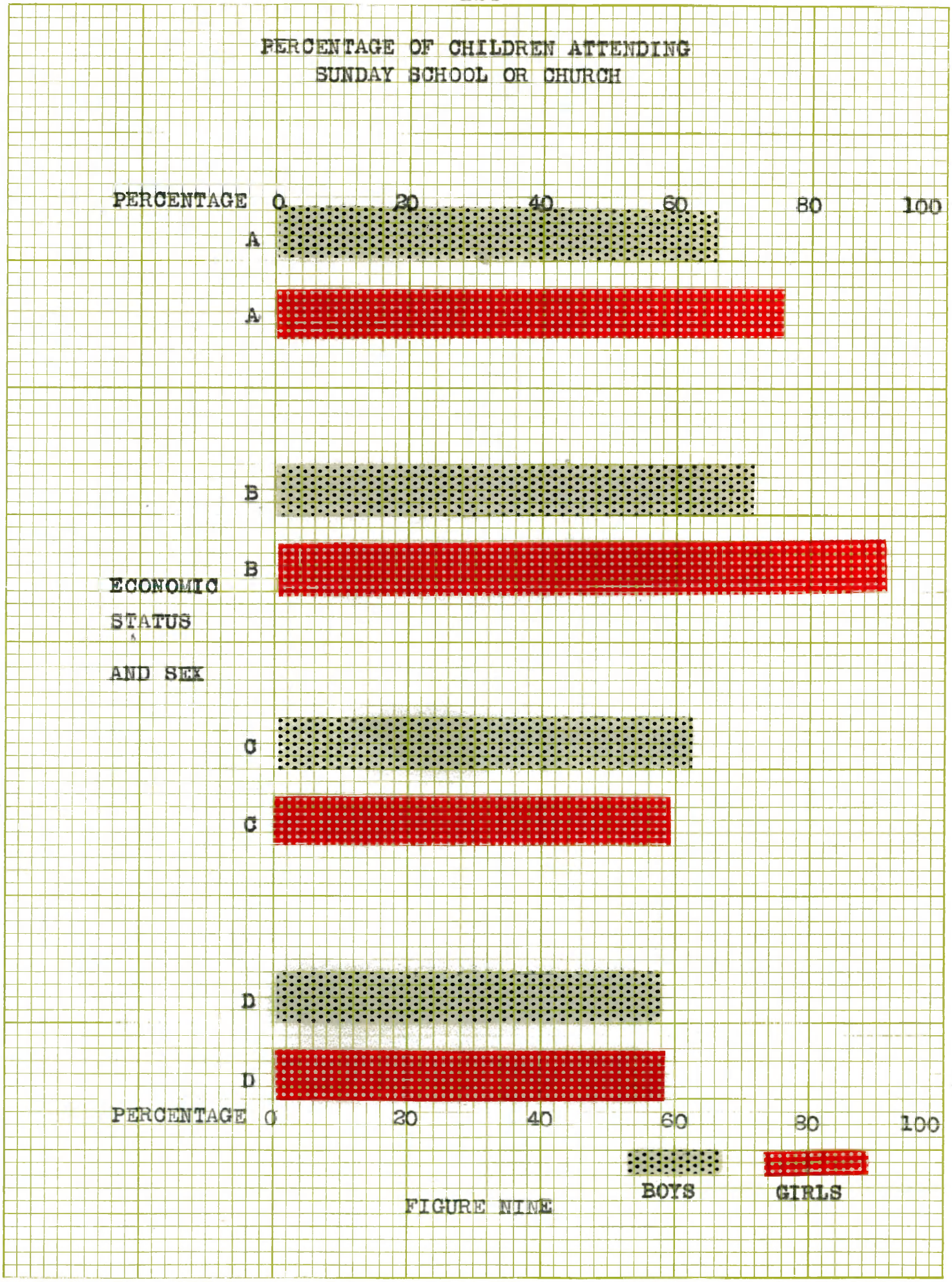
PERCENTAGE OF CHILDREN ATTENDING
SUNDAY SCHOOL OR CHURCH
PERCENTAGE
0
20
40
60
80
100
A
A
B
B
ECONOMIC
STATUS
AND SEX
C
C
D
D
PERCENTAGE
0
20
40
60
80
100
BOYS
GIRLS

FIGURE NINE

TABLE 66

PERCENTAGE OF CHILDREN ATTENDING SUNDAY SCHOOL

Groups	Percentages	Number in Group
I. Economic		
1. Group A	.719	32
2. Group B	.8	90
3. Group C	.697	64
4. Group D	.59	25
II. Economic girls		
1. Group A	.765	17
2. Group B	.872	47
3. Group C	.75	64
4. Group D	.60	25
III. Economic boys		
1. Group A	.667	15
2. Group B	.721	43
3. Group C	.636	55
4. Group D	.583	36
IV. Sex		
1. Boys	.651	149
2. Girls	.765	153
V. Race		
1. Negro C-D	.75	64
2. White C-D	.612	116
3. Negro Entire	.75	64
4. White Entire	.697	238

race differences are found.

Throughout the study there are more children who attend Sunday School or church than those who do not attend. Considering all types of group comparisons, 59 per cent was the lowest attendance and 87.2 per cent was the highest. One can see at a glance that in order to strive for 100 per cent attendance much work will have to be done.

Figure 9 shows percentage of children attending Sunday School by economic status, sex, and race.

Summary of Weekly Activity Attendancey by Sex

Weekly activity attendance by sex is found in figure 10. More boys attend movies than any other activity. No difference is found in boys' attendance to Sunday School, parties, or clubs. Girls' attendance to movies ranks higher than attendance to parties or clubs, but no difference is found between girls' movie attendance and girls' Sunday School attendance; however, girls' Sunday School attendance ranks higher than girls' party or club attendance.

Choices

Under item 11 of the questionnaire, the children were given three choices under the question, "Of all the things you do outside of school, what do you like to do best?" As was previously stated, the second and third choices are disregarded, as they were found unreliable in the trial questionnaire.


PERCENTAGE OF BOYS AND GIRLS ATTENDING
WEEKLY ACTIVITIES
BOYS
PERCENTAGE
0
20
40
60
80
100
MOVIES
SUNDAY SCHOOL
PARTIES
CLUBS
GIRLS
MOVIES
SUNDAY SCHOOL
PARTIES
CLUBS
PERCENTAGE
0
20
40
60
80
100
ATTENDING
NOT ATTENDING

FIGURE 10.

Some form of active play as the best liked out-of school activity was selected by 46.4 per cent of the girls and 72.5 per cent of the boys. The play activities are listed in Table 67. More boys prefer some form of active play than girls. This difference is very significant, t being 2.99.

It is rather difficult to determine the most popular play activity among the boys because 10.7 per cent of them listed "all sports" as their favorite activity. However, from the types of play specifically named, basket ball seems to be the most popular among the boys. Since this survey was conducted during basket ball season, the children might have been influenced at this time in chosing this prevelant play activity.

Among the girls, the three activities mentioned most often are skating, swimming, and playing with friends. No significant difference in proportion was found between skating and swimming, but a significant difference was found between skating and playing with friends, t being 3.2.

As was previously stated, 46.4 per cent of the girls indicated a preference for some form of active play. The choices next in rank for the girls are:

Movies.....13.1%
Read.....5.9%
Musical Instrument.....5.9%
Parties.....5.2%
Listen to Radio.....4.5%
Dance.....3.9%
Church Work.....2 %
Others.....13.1%

TABLE 67

ACTIVE PLAY PREFERENCES UNDER FIRST CHOICE OF OUT-OF-SCHOOL ACTIVITIES

Kinds of Active Play	Percentages	
	Boys	Girls
All sports	.107	.039
Baseball	.074	.023
Basketball	.188	.023
Bowl	.0	.007
Box	.02	.0
Football	.067	.007
Hockey	.087	.007
Ride a bicycle	.027	.007
Ride horseback	.0	.033
Skate	.081	.144
Sled ride	.007	.0
Swim	.034	.098
Tennis	.0	.007
Volley ball	.0	.007
Play with friends	.02	.064
Wrestle	.013	.0
Total	.725	.464
Number in group	149	153

As mentioned previously, 72.5 per cent of the boys indicated a preference for some form of active play. The choices next in rank for the boys are:

Movies.....3.4%
Fishing.....2.7%
Club Work.....2.7%
Hunting.....2.7%
Drawing.....2 %
Others.....14 %

Only 13 per cent of the girls and 3.4 per cent of the boys selected movies as their first choice, although attending movies seems to be the most highly attended weekly activity. 5.9 per cent of the girls and .7 per cent of the boys selected reading as their first choice.

Summarizing, it seems that some form of active play is preferred by more children than any other type of activity.

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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The results of this study point to several basic conclusions about seventh and eighth grade children's out-of-school activities which are of significance. Briefly stated, they are:

1. Boys spend more time playing than girls. However, both boys and girls prefer to play actively rather than quietly. Playing in homes is popular in the upper economic groups, while playing in streets and on playgrounds is popular in the lower economic groups.

2. Children in the upper economic groups spend more time reading books and magazines than children in the lower economic groups. Children with high reading ability spend more time reading than children with low reading ability.

3. Radio listening is the most popular daily out-of-school activity. The lower economic groups spend more time listening to story programs than the upper economic groups. Negroes listen to story

programs more often than whites. Children with low reading ability spend more time listening to the radio than children with high reading ability.

4. Girls spend more time working than boys, especially inside the home. Economic status does not significantly affect the amount of time spent working. High and low reading ability does not affect time spent on home-work.

5. The lower economic groups spend less time on hobbies than the upper economic groups. The lowest group is almost barren in hobby participation. Girls spend more time on hobbies than boys.

6. The average seventh and eighth grader gets approximately nine hours sleep each night. Neither economic status nor sex seems to significantly affect time spent for sleep.

7. Attending movies is the most popular weekly activity. Movie attendance is much heavier in the lower economic groups. About one-third of the types of movies seen are undesirable for seventh and eighth grade children. A greater percentage of Negroes attend movies than whites.

8. Fewer children in the lower economic groups attend parties than in the upper groups. Girls attend parties more often than boys.

9. Club attendance is the greatest in the two middle economic groups, the very lowest economic group showing the smallest attendance.

10. More girls attend Sunday School than boys.

Recommendations

The scope of leisure is so broad, and its proper use is so important, that no single agency can provide adequate facilities for a program of leisure-time activities which will meet the needs of the children of the community. The home, the school, the church, and the various civic agencies must work together in planning and carrying out a program designed to create new interests and abilities, and to strengthen those which already exist. To that end, the following recommendations are made:

1. The recreational program of the entire city should be expanded so as to provide more opportunities and better facilities for all children.

2. Intelligent reading habits and interests should be further developed.

3. Parents and teachers should realize more fully the value of guidance in children's radio listening and recognize the responsibility this activity has placed upon them.

4. Children should have opportunities to try out many activities which may develop into hobbies.

5. Groups of interested adults should organize in each community and work in cooperation with the neighborhood moving picture theaters. They should put forth the greatest effort in securing desirable pictures for children, especially over week-ends.

6. Clubs, sponsored by interested adults, should be available to children from all of the economic groups.

7. Parents, teachers, and civic leaders should become increasingly aware of the responsibility which is theirs in guiding children so they may participate in a valuable, worth while out-of-school activity program.

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APPENDIX A

GATES READING SURVEY FOR GRADES 3 (2nd Half) TO 10

Vocabulary, Level of Comprehension, Speed, and Accuracy

By Arthur I. Gates

Form I

Name ..... Grade .....

School ..... Birthday ..... Age .....

City ..... Teacher ..... Date .....

Vocabulary:	Raw Score.....	Grade Score.....	Age Score.....
Level of Comprehension:	Raw Score.....	Grade Score.....	Age Score.....
Speed of Reading:	Raw Score.....	Grade Score.....	Age Score.....
Average of Above:		Grade Score.....	Age Score.....
Reading Accuracy:	Per Cent Correct		Rating.....

Other Test Scores:

Comments and Recommendations:

BUREAU OF PUBLICATIONS, TEACHERS COLLEGE
COLUMBIA UNIVERSITY, NEW YORK CITY
(REVISED, 1942)

DIRECTIONS TO EXAMINER

Vocabulary Test: Read the directions at the beginning of the test with the pupils and make sure they know what to do. The pupils should be kept working vigorously, but they should have as much time as they need to try every exercise. From 20 to 30 minutes is usually enough.

Level of Comprehension Test: Read aloud the directions at the beginning of the test. If necessary in the lower grades, put an example on the board and show how to underline the right word. Explain why it is right. Be sure the pupils know what they are to do before starting them with Ready! Go! This is not a speed test. The pupils should have as much time as they need to read the material. Allow 30 minutes, more or less, as needed. Stop the test when all, or nearly all have finished. Let the very slow pupils finish by themselves.

Speed of Reading Test: Read aloud the directions at the beginning of the test. If necessary in the lower grades, put an example on the board and show how to underline the right word. Explain why it is right. Be sure the pupils know what they are to do before starting them with Ready! Go! Since this is a speed test, it is of utmost importance to allow exactly the right amount of time—10 minutes for grades 3, 4, 5, and 7 minutes for grades 6 and higher.

Suggestions for Scoring: A scoring card is provided for each page in this booklet. Be sure you have the scoring card for the form you are using. Be sure the scoring card is correctly placed on the page. See Manual of Directions for further suggestions.

For the Vocabulary Test and the Level of Comprehension Test the *Raw Score is the total Number of Exercises Correct minus one-fourth of the Number of Exercises Wrong.*

For the Speed Test the *Raw Score is the total Number of Exercises Correct.*

For the Accuracy of Reading Test, the Raw Score is determined by using the Table on page 13 of this test booklet.

Use of Norms for Obtaining Age and Grade Scores: Tables of norms appear on pages 3 and 12 of this booklet. To use these norms, merely locate the pupil's raw score on the middle line opposite "Raw Score" and note, above this figure, the age score or norm and below it the grade score or norm. To use the table for evaluating Accuracy, which is given on page 12, first determine the pupil's grade score in the Speed of Reading Test; then by means of the table on page 13 determine the percentage of exercises attempted which are correct in the Speed of Reading Test. Then locate this percentage under the "Grade" in the table nearest the pupil's grade score on the speed test. The rating appears in the first column (left side) of this table. The Manual illustrates the procedure.

VOCABULARY

Directions: Look at the first word in each line. Find another word in the same line which means the same or nearly the same. Draw a line under this word. Read line **A**, then line **B**, then line **C** below to see the way to do it.

A. **cat**	color	book	animal	tree	place
B. **stand**	eat	fall down	bird	get up	coming
C. **cold**	far	bright	sad	small	cool

Now read each of the following lines and draw a line under the word which has the same meaning or nearly the same as the first word. Do as many as you can.

1. **blue**	food	animal	color	song	top
2. **big**	little	large	easy	neat	color
3. **run**	eat	sing	stop quick	go fast	sleep
4. **dog**	animal	cloud	color	bird	dress
5. **father**	fish	paper	land	house	man
6. **apple**	bird	fruit	place	song	day
7. **talk**	dig	go	make	try	speak
8. **bake**	suit	cook	cry	hold	find
9. **leap**	climb	give	swim	jump	send
10. **maid**	friend	girl	cow	boy	man
11. **mouse**	back	catch	animal	tree	friend
12. **mistress**	woman	man	sun	star	lose
13. **struck**	asked	found	hit	sang	bought
14. **meadow**	sky	water	trees	barn	land
15. **burden**	load	lift	broken	send	eat
16. **warmth**	taste	to tell	flag	heat	cold
17. **basin**	cup	spoon	rope	table	bowl
18. **cabin**	river	cradle	roof	house	grass
19. **location**	size	place	number	color	food
20. **defeat**	soldier	beat	demand	decide	dance
21. **retain**	give	sell	keep	swear	argue
22. **drowsy**	sleepy	hurt	funny	sorry	safe
23. **miracle**	toy	wonder	suit	color	place
24. **talent**	way	time	start	skill	tale
25. **adore**	fear	fight	try	hate	love
26. **falsehood**	gun	string	lie	animal	wet
27. **commence**	begin	ask	search	end	country
28. **publish**	start	sing	print	eat	paint
29. **haul**	fire	pull	hold	tear	tell
30. **conclusion**	count	policy	friend	beginning	ending

Turn the page and go right on

31. treaty	agreement	food	toy	roof	song
32. chart	weapon	snake	reason	map	furniture
33. hostile	tired	sick	opposed	open	friendly
34. sturdy	kindly	false	friendly	sick	strong
35. intimate	far	strong	false	close	distant
36. bewail	search	find	lament	hold	demand
37. enrage	start	anger	enter	enlarge	ask
38. levy	fence	glass	break	please	tax
39. terrify	frighten	scorch	make	fall	submit
40. whisk	call	dig	throw	brush	water
41. trivial	large	small	friendly	mean	soft
42. ecstasy	hurt	fortune	force	jewel	joy
43. criticism	insert	judgment	morality	harmony	purity
44. agitate	help	hinder	fortify	stir up	turn down
45. hoist	chemical	ship	liquid	garment	lift
46. molest	create	abolish	finish	disturb	mend
47. sheaves	turtles	bundles	patches	supports	kindles
48. impend	startle	hurry	threaten	accuse	insist
49. aristocrat	nobleman	police	artist	metal	walker
50. harass	help	annoy	startle	direct	harness
51. mortify	kill	smoke	bury	embarrass	scent
52. villainy	smooth	artistry	discovery	town	evil
53. dauntless	colorless	brave	stupid	rich	certain
54. authoritative	false	reliable	writer	talkative	tasteless
55. discord	harmony	tied up	clash	missile	discharge
56. grapple	sink	lift	discover	mend	struggle
57. impede	hinder	interest	insert	active	attend
58. scribe	painter	fighter	native	writer	scrape
59. wrathful	wise	angry	friendly	beautiful	silly
60. competence	ability	honesty	mischief	mistake	friendly
61. alder	fish	tree	flower	cloth	vegetable
62. downy	white	heavy	expensive	soft	cheap
63. flimsy	sad	hard	frail	cloth	fact
64. satiate	soak	color	punish	tease	satisfy
65. insanity	heavy	courage	craziness	orthodox	deadly

Go right on to next page

66. quaver	attack	squelch	feed	tremble	retreat
67. loam	soil	bank notes	turn about	catch	food
68. unlettered	unsullied	unfair	boastful	confused	ignorant
69. elegance	confusion	extravagance	grace	pomposity	kindness
70. misdemeanor	mission	distortion	achievement	discourse	crime
71. roundabout	indirect	parallel	strong	humble	mean
72. rectitude	disease	righteousness	scaffold	meeting	charm
73. maize	confusion	tree	puzzle	corn	bluish
74. jollity	meanness	hurry	gullibility	earnestness	levity
75. amethyst	tree	metal	animal	jewel	large size
76. secession	withdrawal	discourse	disagreement	meeting	attack
77. transcript	cave	copy	career	shipment	ocean voyage
78. armistice	plaster cast	insect	truce	truth	trader
79. confute	fill up	conquer	disprove	discharge	disagree
80. filch	steal	flee	repair	filter	befriend
81. cranium	crater	mineral	element	skull	stone
82. balustrade	dance	railing	bombardment	illness	beach
83. genealogy	chemistry	church	river	drainage	lineage
84. nutriment	sand	flower	breeze	food	lecture
85. insolvent	bankrupt	melting	sickly	intoxicated	unjust

Raw Score.....

Stop here and go back over your work

NORMS FOR VOCABULARY TEST

ge rm	7–10	8–0	8–1	8–3	8–5	8–6	8–7	8–7	8–8	8–9	8–10	9–0	9–0	9–1	9–3	9–3	9–4	9–4	9–5	9–5	9–8	9–9	9–10	10–1	10–3	10–5	10–7	10–8	10–10	11–0	11–2	11–4	11–5	11–6	11–8	11–10	11–11
aw score	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**	**31**	**32**	**33**	**34**	**35**	**36**
rade rm	2.5	2.6	2.7	2.8	2.9	3.0	3.1	3.1	3.2	3.3	3.4	3.5	3.5	3.6	3.7	3.7	3.8	3.8	3.9	3.9	4.0	4.1	4.2	4.4	4.5	4.7	4.8	4.9	5.0	5.2	5.4	5.5	5.6	5.7	5.9	6.0	6.1

ge rm	12–0	12–1	12–2	12–2	12–3	12–3	12–4	12–5	12–7	12–9	12–11	13–1	13–4	13–7	13–9	13–11	14–1	14–3	14–4	14–5	14–7	14–8	14–9	14–11	15–0	15–1	15–3	15–5	15–6	15–7	15–9	15–11	16–0	16–1	16–2	16–4	16–5
aw score	**37**	**38**	**39**	**40**	**41**	**42**	**43**	**44**	**45**	**46**	**47**	**48**	**49**	**50**	**51**	**52**	**53**	**54**	**55**	**56**	**57**	**58**	**59**	**60**	**61**	**62**	**63**	**64**	**65**	**66**	**67**	**68**	**69**	**70**	**71**	**72**	**73**
rade rm	6.2	6.3	6.4	6.4	6.5	6.5	6.6	6.7	6.8	7.0	7.2	7.4	7.6	7.8	8.0	8.2	8.4	8.5	8.6	8.7	8.8	8.9	9.0	9.2	9.3	9.4	9.5	9.7	9.8	9.9	10 .0	10 .2	10 .3	10 .4	10 .5	10 .7	10 .8

ge rm	16–7	16–9	16–11	16–11	17–0	17–1	17–4	17–5	17–7	17–8	17–10	18–1
aw score	**74**	**75**	**76**	**77**	**78**	**79**	**80**	**81**	**82**	**83**	**84**	**85**
rade rm	10 .9	11 .0	11 .2	11 .3	11 .4	11 .5	11 .7	11 .8	11 .9	12 .0	12 .2	12 .4

LEVEL OF COMPREHENSION

Directions: Read the paragraph. Note the blank spaces marked **A** and **B.** Note the lines of words marked **A** a **B** under the paragraph. Draw a line under just one word in line **A** which makes the best sense when put in bla **A.** Draw a line under the one word in line **B** which belongs in blank **B.**

Sample: Some dogs love the water. When they see a lake they love to ___A___ in and ___B___ around.

A. eat	**bark**	**jump**	**sleep**	**drink**
B. climb	**swim**	**chew**	**sing**	**swing**

If a paragraph contains three blank spaces, the third one will be marked **C** and a row of words marked **C** w be given. Draw a line under the word which belongs in blank **C,** just as you did for **A** and **B.** Be sure to do t paragraphs in the order 1, 2, 3, etc., in which they are numbered.

1. One day Gray Kitten said to his mother, "I am a big kitten now. Big kittens need meat." That night he would not drink his ___A___. He cried for some ___B___ to eat.

A. milk	**meat**	**hat**	**chair**	**cake**
B. milk	**wood**	**eggs**	**mother**	**meat**

2. Bunny was a pet rabbit. He was white. He had long pink ears and a very funny pink nose. He wiggled his ___A___ when he smelled ___B___ for supper.

A. feet	**hat**	**coat**	**fur**	**nose**
B. food	**paper**	**pen**	**chalk**	**trees**

3. "Just the day to fly my kite," said Dick. Up, up, up into the blue sky went Dick's kite. But the wind was so ___A___ that Dick could not ___B___ the kite. Away it went.

A. cold	**red**	**hot**	**strong**	**stale**
B. ride	**sit**	**hold**	**watch**	**eat**

4. Robert got a toy dump truck for Christmas. Then it began to snow. Robert said it was fun to fill the dump truck with ___A___ from the walk and dump it into the ___B___.

A. grass	**flowers**	**snow**	**salt**	**sand**
B. sky	**street**	**trees**	**walk**	**school**

5. A park in the city is a good place to play. Mary goes to one every day. She has fun on the swings and the slides. She would like to swing as ___A___ as the tree ___B___.

A. low	**little**	**fast**	**slow**	**high**
B. ground	**trunk**	**wood**	**tops**	**bark**

6. Georgie is four years old. His father has a black and white cow. The cow is as tame as a pet dog. Every evening Georgie drives the cow up to the ___A___ to be ___B___.

A. sky	**house**	**store**	**barn**	**pump**
B. killed	**cooked**	**spanked**	**hitched**	**milked**

7. The queen ant lays almost all the eggs. She lays the worker eggs first and then the new queen eggs. The worker ants grow up and bring in food. Also, they ___A___ for the new queen ___B___.

A. write	**care**	**catch**	**sing**	**fly**
B. babies	**workers**	**crown**	**drones**	**flies**

8. The brown creeper hunts for food in the bark of trees. He starts at the bottom of the tree. He creeps round and round and up until he reaches the ___A___. Can you see how he gets his ___B___?

A. bottom	**bark**	**roots**	**top**	**soil**
B. size	**name**	**color**	**feathers**	**bill**

9. The hummingbird has a long sharp-pointed bill. It thrusts this bill into flowers to get honey. To stay up in the air it beats its wings so rapidly that they sound like the____A____of a tiny____B____.

A. hum	**scratch**	**bark**	**grit**	**grind**
B. dog	**book**	**lion**	**horse**	**motor**

10. The mountain people of Lapland wander south in the winter. In the summer they go north and pasture herds of reindeer far up on the mountains. Also, they make cheese to____A____with them when cold ____B____comes.

A. take	**steal**	**find**	**make**	**dig**
B. reindeer	**weather**	**mountains**	**water**	**food**

11. Maple trees usually grow tall and bushy with rounded tops. The branches of elms are graceful and slender. Oaks spread out and their trunks are thick. You can recognize many____A____by their ____B____.

A. bushes	**flowers**	**people**	**trees**	**leaves**
B. shape	**color**	**perfume**	**noise**	**talk**

12. People have had ways of "telling time" for hundreds of years. They have watched the shadows fall on a sundial. They have measured time by sand pouring through an "hourglass." Today we have ____A____run by____B____.

A. hourglasses	**sundials**	**shadows**	**toys**	**clocks**
B. electricity	**steam**	**sun**	**stars**	**wind**

13. When the circus is in winter quarters, wagons must be painted, tents repaired, and young animals trained to do tricks. If you could see behind the scenes you would find the____A____a very____B____ place in winter.

A. winter	**wagons**	**trucks**	**tricks**	**circus**
B. busy	**mean**	**blue**	**cold**	**hot**

14. Underground tunnels lead to the doors of a mole's house. These tunnels are called "runs." It is said that a mole visits all his runs every six hours. If he went through a____A____at six o'clock in the morning, he would go through it again at ____B____o'clock.

A. air	**water**	**sleep**	**run**	**dinner**
B. six	**twelve**	**three**	**four**	**ten**

15. The buttonwood, or sycamore, tree has strange white patches on its trunk and limbs. This tree continuously sheds its thin outer bark. Look for a sycamore along a stream. Its____A____must have plenty of____B____.

A. flowers	**roots**	**seeds**	**fruit**	**grapes**
B. water	**sugar**	**sun**	**wind**	**thunder**

16. Salmon are fish that live in the ocean. Once every year they leave the ocean and travel far up a river to lay their eggs. Summer is a good time to____A____ salmon in the river because thousands of them go up the____B____then.

A. watch	**catch**	**clean**	**tie**	**work**
B. ocean	**trees**	**chimneys**	**stairs**	**stream**

17. A strange insect lives in the garden. There are hooks on its arms with which it catches other insects. This creature is called the "praying mantis." It looks as if it were____A____when it sits with its forelegs ____B____waiting for food.

A. eating	**playing**	**sleeping**	**praying**	**hooking**
B. broken	**extended**	**gone**	**removed**	**dirty**

18. In a Mexican "patio" a mother grinds meal to make food. The father mends shoes or turns a pottery wheel while the children play with their pets. Thus the patio becomes the____A____of Mexican ____B____life.

A. end	**center**	**change**	**result**	**point**
B. field	**animal**	**old**	**family**	**varied**

19. When we have an ample supply of sugar at about five cents a pound, it is hard to realize that sugar was once a rare luxury. It is thought that in India man first learned to take sugar from the juice of the sugar cane____A____. The Chinese learned about it and later the Arabs and Persians began to____B____ sugar cane. Little by little, other people____C____ to do the same.

A. tree	**flower**	**root**	**stalk**	**branch**
B. grow	**burn**	**bury**	**weed**	**realize**
C. fought	**sold**	**learned**	**scorned**	**ate**

Turn the page and go right on

20. Land on which good crops are to be raised consists of approximately a foot of topsoil with at least five to eight feet of subsoil. It is this subsoil which holds the moisture and supplies the roots with ____A____. Most hilltops do not make good agricultural land because they do not have much ____B____. Hundreds of years ago the icecaps scraped the hilltops____C____.

A. water	sunlight	snow	dirt	air
B. sun	stone	subsoil	grain	rain
C. friends	green	above	under	bare

21. Normal "air pressure" is about sixteen pounds to the square inch. If the air pressure is less than sixteen, you feel lightheaded and dizzy. If the air pressure is more than sixteen, the whole world seems to be pressing down and trying to suffocate you. Air pressure is something that you____A____in all the time and yet never____B____unless it is suddenly ____C____.

A. die	guess	live	cook	remark
B. notice	eat	drink	ask	smell
C. washed	changed	hurt	burned	released

22. Long before paper was invented Roman children wrote on wax tablets in school. Two or three of these tablets were strung together with cords, making a kind of book. The____A____was done with a stylus, a small steel rod sharpened at one____B____.

A. sewing	singing	learning	writing	stealing
B. middle	end	front	back	side

23. Wireless telephones have been installed so it is now possible to talk to persons traveling on trains, on ocean liners, and in foreign lands. The next step in communication is television, making it possible to ____A____the person with whom you are____B____.

A. hit	see	imagine	pretend	taste
B. eating	hearing	thinking	talking	walking

24. In the early days in New England there were very few amusements or entertainments. The singing schools were almost as popular as the movies are today. Singing____A____were usually held in schoolhouses and only ____B____in private houses.

A. bazars	fairs	schools	bees	movies
B. often	never	usually	first	occasionally

25. It is never wise to send cash in a letter through the mail. It seems especially foolish, since for a few cents we can buy a postal money order. Go to your nearest post office and buy a money order for the exact amount you wish to____A____. Mail this slip of paper. The person to whom you send it can go to the ____B____in his city and get the____C____.

A. spend	sell	send	lose	find
B. fireman	policeman	postmaster	mayor	lawyer
C. cash	change	postage	difference	mail

26. Our Navy has established a flying field at sea. Some battleships have become airplane carriers with as many as seventy or eighty airplanes carried on deck or stowed below. The planes may take off from the deck, only a few seconds apart. When they are ready to return they fly____A____to the ship, slow down, and at a____B____from an officer, drop down on the ____C____.

A. ahead	far	under	close	above
B. signal	look	dinner	question	rate
C. sails	winch	hatchway	rails	deck

27. A hundred years ago the main street of any village presented quite a different picture from what it does today. Pigs were fed in troughs in front of many of the houses. Woodpiles were stacked here and there. After a rain, ducks and geese wandered about and bathed in the pools, since the____A____itself became a muddy____B____.

A. house	pig	cow	street	trough
B. pile	village	brook	picture	stack

28. There are two schools of thought as to the history and origin of Lowestoft porcelain. Some, because of its pearly tint, believe that it was actually made in the Far East and only decorated in England. Others think that the whole____A____was carried on in England. A man named Rose in the factory in England signed his work by painting roses in his____B____. Such roses are never found on____C____china.

A. profit	porcelain	process	school	origin
B. tints	factory	thought	color	designs
C. English	Oriental	old	new	pearly

29. During the Middle Ages it was customary for the bishop to visit all the nunneries in his diocese at regular intervals during the year. His clerk always accompanied him. The prioress and the nuns received the bishop, who preached a sermon in their __A__ and then proceeded to interview them. Great books in which the __B__ wrote his __C__ are still in existence today.

A. nunnery	park	diocese	hamlet	station
B. pope	nun	clerk	bishop	prioress
C. telegrams	books	bills	memoirs	reports

30. The school system in the United States is maintained by public taxes and is, therefore, free to all who attend. Each community has practically complete authority over its __A__ schools. While the state has some voice, the __B__ government exercises almost no __C__.

A. foreign	local	private	paid	united
B. federal	union	public	systematic	formal
C. aid	taxes	bodies	control	rebuttal

31. New inventions are constantly upsetting standard devices and accepted practices. Even the science of warfare is not exempt. Someone experimenting in a laboratory far behind the lines may __A__ overnight the best-laid plans of a general at the front. The longest-range guns are __B__ if the enemy can manage to exterminate the __C__.

A. invent	offer	proceed	destroy	remain
B. nervous	useless	sold	divided	exempt
C. enemy	war	devices	practices	gunners

32. The Egyptian made little use of the principle of the arch. This does not indicate unawareness of its existence. They preferred __A__ roofs for their temples, but cut __B__ ceilings in their rock-hewn tombs.

A. arched	soft	flat	old	tin
B. flat	square	white	broken	arched

33. On the basis of certain security and a definite rate of interest, a bank makes a variety of loans. Provided that an individual has unquestionable credit, it is possible to secure a loan on the personal note of the borrower signed only by __A__. The more usual type of note, however, bears the name of a co-maker. Thus a second individual also makes himself __B__ for the payment of the __C__.

A. law	himself	ink	pencil	mother
B. liable	possible	secure	content	escape
C. bank	premium	borrower	loan	letter

34. Only in the last few hundred years has great progress been achieved in the work of understanding nature and utilizing its forces for human good. Before that time man's discoveries were mostly the __A__ of luck or accident, with great gaps of time between them. What has been accomplished by analyzing and experimenting bids fair to assure mankind an even greater __B__ in the __C__.

A. decision	cruelty	experiment	result	science
B. nature	gaps	accident	human	control
C. past	future	present	years	tribute

35. No matter what the present success in straightening out __A__ and harmonizing conflicts, it is certain that problems will recur in the future in a new form or on a different __B__. Indeed every genuine accomplishment, instead of winding up an affair and enclosing it as a jewel in a casket for future contemplation, __C__ the practical situation. It effects a new distribution of energies which have henceforth to be employed in ways for which past experience gives no exact __D__.

A. roads	articles	difficulties	lines	surveys
B. plane	taste	country	price	complicates
C. solves	expands	authorizes	simplifies	authority
D. charge	instruction	handicap	change	dream

Stop here and go back over your work

Raw Score.....

SPEED TEST

Directions: Read these paragraphs. Draw a line under the word which best answers the question. Draw a line unde*r* *one* word only. Do the exercises as rapidly as you can without making errors.

Sample: The sun is warm in summer. Boys and girls like to swim and play games on the grass. When do we get very hot days?

winter **spring** **summer** **fall**

1. The bird bath was in a cool nook in the garden. Ferns and moss grew around it. An old tree cast long shadows across it. What would bathe there?

birds **children** **cats** **bats**

2. The holly tree grows best in the South. It has shiny green leaves and bright red berries. It is much used at Christmas time. What kind of tree is it?

ugly **pretty** **pink** **poor**

3. A bear puts his paw deep down into a hollow tree. Up comes a lump of golden honey made by the wild bees. How does the lump of honey taste?

bad **sour** **sweet** **hot**

4. A frozen river between two mountains is called a glacier. It does not melt even in summer. How must the air around it feel?

mild **cold** **hot** **balmy**

5. Have you ever caught an eel? This fish looks like a snake because it is long and thin and has almost no fins. What does an eel look like?

frog **lobster** **stump** **snake**

6. There was a scream from the siren and the huge red fire engine roared down the street. The firemen looked for smoke. They were going to a

fair **parade** **circus** **fire**

7. This animal is often called the "king of the beasts." When other animals hear his terrible roar they flee to the jungle. What animal is this?

horse **lion** **monkey** **lamb**

8. The parlor car on the train had chairs and footstools in it. There were lamps to read by and a desk at which to write letters. What did it look like?

barn **street** **room** **engine**

9. Mary washed the dishes for her mother. She made the beds and dusted the parlor. What kind of girl do you think Mary was?

lazy **helpful** **silly** **selfish**

10. Tommy watched his sailboat. The wind carried it away from shore. He wondered if he would ever see it again. How do you think he felt?

happy **worried** **gay** **wise**

11. The man's coat was torn and ragged. His hat was old. His shirt had no collar and his shoes had holes in them. How was he dressed?

poorly **well** **nicely** **richly**

12. Tap, tap, tap! That noise is Mr. Woodpecker pecking the bark of a tree. He is looking for grubs to eat. How do you think he feels?

unhappy **hungry** **noisy** **angry**

13. A blue jay will chase a cat out of a tree where it has a nest. It will fly at the cat, and chatter and peck until the cat climbs down. The blue jay is

cowardly **brave** **huge** **yellow**

14. "Red roses, Sir? Only five cents apiece!" she said. The man glanced at the little old lady. "I'll buy them all," he said. What kind of man was this?

greedy **stingy** **kind** **sick**

15. The doorbell rang. A voice called, "Mary! Mary! Here's a special delivery letter for you. Come and sign my book." Whose voice was it?

fireman **policeman** **storekeeper** **mailman**

16. A compass is a small instrument. It is used to draw a perfect circle. If you wanted to draw a perfectly round ball, what would you use?

knife **compass** **thermometer** **book**

17. The light flashed. Then it went out. It flashed again, warning sailors that there were rocks ahead. Where do you think the light came from?

lighthouse **airplane** **fire engine** **candle**

18. One of the earliest signs of spring is the crocus. Sometimes its tiny blue and white and yellow blossoms open before the snow has melted. What is a crocus?

flower **flag** **bird** **star**

19. Robert saw a man drop a dollar. The man walked away. Robert picked up the dollar and ran after him. What kind of boy was Robert?

honest **mean** **sly** **stingy**

20. "Gutta-percha" is something like rubber. It comes from a tree. It softens in warm water. It gets hard again when cold. What is it like?

water **trees** **wire** **rubber**

21. Doors closed with a bang. Bells rang and wheels ground their way over the tracks. The subway train plunged forward into the dark tunnel. This ride was

cold **noisy** **slow** **quiet**

22. A kangaroo has powerful hind legs. It can cover a long distance in one jump. The mother kangaroo carries her babies in a pouch. What is a kangaroo?

bird **fish** **animal** **plant**

23. Crows always fly in a straight line. It may be longer by road to a certain place, but "as the crow flies" is the shortest way. The crow flies

slowly **straight** **strong** **short**

24. The smooth, even strokes of the man at the oars took the boat across the blue water. He quickly reached the island. What was he doing?

rowing **wading** **swimming** **running**

25. Dorothy made a Christmas tree for the birds. She tied baskets of bread crumbs, seeds, and suet on the tree. What kind of person was she?

silly **stingy** **kind** **grateful**

26. Silk comes from tiny worms. They feed on mulberry leaves. These worms spin a thread and wrap it around their bodies. What makes silk?

wood **glass** **thread** **worms**

27. The fiber from the stem of the flax plant makes strong linen thread. This is woven into cloth. What part of the plant does the linen come from?

roots **flowers** **stems** **leaves**

28. Leaves fall in the autumn. Snow comes in the winter. The plants lie under these thick covers until spring. What do the leaves and snow make?

a cover **cloud** **Christmas** **hair**

29. Robin Redbreast is one of the farmer's helpers. Every year he eats the worms that would injure plants. What kind of bird is Robin?

harmful **nuisance** **helpful** **quarrelsome**

30. Long ago people traveled west in covered wagons, drawn by horses or oxen. Wild animals and Indians were feared every mile of the way. Such a trip was

dangerous **pleasant** **short** **easy**

31. In 1492 Columbus took ten weeks to cross the Atlantic. Great ocean liners cross it now in five days. How would you describe Columbus's trip?

quick **fast** **hot** **slow**

32. The Organ Man played his tunes and his monkey danced and danced. At the end of the day the monkey could hardly lift his paws. How did he feel?

fine **tired** **fresh** **happy**

Turn the page and go right on

33. The most beautiful singer of our feathered friends is the nightingale. He flies to a tall tree and pours out his song. What is the nightingale?

duck **boy** **fly** **bird**

34. In Colonial times the housewife baked her bread in a Dutch oven. This was built at the side of the fireplace. Instead of a Dutch oven, most people now use a

chair **wagon** **stove** **table**

35. If a ship is in trouble in the daytime, she flies her signal flags. At night, she sends up a rocket. What would she fly in the middle of the day?

rockets **birds** **flags** **high**

36. "Polly wants a cracker!" screamed the big green parrot. Mary came with his cracker. What can a parrot do that most other birds cannot do?

eat **fly** **talk** **claw**

37. On the table was a roast turkey with cranberry sauce. There were also ears of yellow corn, pumpkin pies, and apple cider. For what was this table ready?

games **sale** **wood** **dinner**

38. One hot sunny morning the farmer cut his hay. He raked it into low rows to dry. He will bring the hay into the barn when it is

burned **wet** **dry** **damp**

39. A guitar is a musical instrument with a long neck. It has six strings which are plucked with the fingers. What does one make with a guitar?

music **speeches** **dresses** **breakfast**

40. The corn was cut and stacked. All over the field lay the big yellow pumpkins. The boys chose the biggest for their party. When was it?

Hallowe'en **Christmas** **Easter** **New Year's**

41. Fireflies are tiny insects which give off light from their bodies. Sometimes there are hundreds in the garden at night. What do fireflies look like?

dirt **flashes** **clouds** **darkness**

42. Chickadees like pine trees. On a snowy day in winter they will often make a good meal of the seeds in the pine cones. How do they feel then?

satisfied **sorry** **afraid** **angry**

43. Cold winter days ahead! The chipmunk fills his cheek pouches with food. Off he goes to his storehouse. The chipmunk is putting away food for

winter **fun** **money** **yesterday**

44. Long ago there lived a bird called the "dodo." It belonged to the pigeon family, but it could not fly. What was the dodo unable to do?

sing **walk** **eat** **fly**

45. Lawn croquet is a game played with wooden balls and mallets. The balls are knocked through wire arches. What kind of thing is croquet?

lawn **game** **bird** **ball**

46. Every year a deer loses his antlers. New ones grow. He loses one antler at a time. How do you think he looks with one antler gone?

queer **hot** **old** **angry**

47. In some countries people drink goats' milk. The milkman stops his goats at the door. You can buy as much as you want. What do goats furnish?

milk **meat** **wool** **cotton**

48. Snowshoes help you to walk over the snow. They are broad and flat. You will not break through the icy crust easily. Snowshoes help us when the snow is

melted **frozen** **dirty** **gone**

49. Sometimes a green spot is found in the sandy desert. This is an oasis. Trees, grass, vines, and fruit grow there. What must there be to make an oasis?

mountains **animals** **water** **clouds**

50. In olden days before there were any electric machines, cloth was carefully woven by hand on a loom. What kind of process do you think this was?

fast **slow** **dirty** **heavy**

Go right on to next pa

51. The seagull's wings carry him long distances. He can follow the ships for days. When food is thrown on the water, he dives swiftly for it. What is a seagull?

bat **fish** **bird** **ship**

52. The "China Clipper" is a flying ship. It carries people and mail. It flies very swiftly across the ocean. What do you think the "China Clipper" is?

airplane **bird** **train** **fish**

53. Grapefruit look something like large yellow oranges. They are very juicy and rather bitter. They are good to eat. What do you think they are?

meat **nuts** **fish** **fruit**

54. The snow fell in great lazy flakes that soon covered the ground like a blanket. Tom got out his leggings and overshoes. It was very cold. It was now

spring **winter** **summer** **fall**

55. Billy made a bird house for the wrens. The wren is a very small bird, so he made a little hole, which was no bigger than a quarter, for the door. The wren is

cranky **big** **little** **crazy**

56. When the sun goes down behind the barn, the little balls of yellow fluff run to nestle under Mother Hen's warm wings. What do you think they are?

children **goats** **rabbits** **chicks**

57. Three goldfish with long feathery fins swam round and round in Tim's fish bowl. How long do you think one of these fish was?

three inches **a foot** **two feet** **a yard**

58. A note is fastened to the carrier pigeon's leg. He spreads his strong wings and quickly carries the message home. What is the pigeon doing then?

swimming **dancing** **flying** **walking**

59. Christmas was only a week away. "How can I earn enough to buy presents?" Dick asked himself. What was it that Dick needed before Christmas time?

bicycle **food** **money** **honey**

60. The garden spider spins a strong cobweb from bush to bush. In it he catches other insects for his supper. What do you think the spider is?

fly **animal** **sparrow** **insect**

61. Lucy had a quarter to spend. She bought Sally a china doll. Sally had no toys to play with. What kind of girl was Lucy?

poor **kind** **tardy** **selfish**

62. A little scratch on the skin of an orange may cause it to spoil. That is why men who pick oranges wear gloves. How should oranges be handled?

roughly **quickly** **carefully** **badly**

63. Wool clipped from the backs of sheep is made into yarn. From this yarn is woven warm cloth. What do you think wool comes from?

sheep **cattle** **yarn** **plants**

64. Apple cider is good to drink. It is made by pressing the juice from the apples. When the apples are ripe, how will the cider taste?

bitter **salty** **sweet** **peppery**

Stop here

Raw Score.....

NORMS FOR COMPREHENSION, SPEED, AND ACCURACY

COMPREHENSION

Age norm	7–10	8–0	8–1	8–3	8–5	8–6	8–6	8–7	8–8	8–8	8–9	8–9	8–9	8–9	8–10	8–10	8–10	9–0	9–0	9–1	9–1	9–1	9–3	9–3	9–3	9–4	9–4	9–5	9–5	9–8	9–8	9–8	9–9	9–9	9–10	9–10
Raw score	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**	**31**	**32**	**33**	**34**	**35**
Grade norm	2.5	2.6	2.7	2.8	2.9	3.0	3.0	3.1	3.2	3.2	3.3	3.3	3.3	3.3	3.4	3.4	3.4	3.5	3.5	3.6	3.6	3.6	3.7	3.7	3.7	3.8	3.8	3.9	3.9	4.0	4.0	4.0	4.1	4.1	4.2	4.2

Age norm	10–1	10–3	10–3	10–4	10–5	10–7	10–8	10–10	10–10	10–11	11–0	11–1	11–4	11–5	11–6	11–8	11–10	11–11	12–0	12–2	12–3	12–5	12–8	12–9	12–11	13–0	13–1	13–3	13–4	13–7	13–9	13–10	14–0	14–3	14–5	14–8
Raw score	**37**	**38**	**39**	**40**	**41**	**42**	**43**	**44**	**45**	**46**	**47**	**48**	**49**	**50**	**51**	**52**	**53**	**54**	**55**	**56**	**57**	**58**	**59**	**60**	**61**	**62**	**63**	**64**	**65**	**66**	**67**	**68**	**69**	**70**	**71**	**72**
Grade norm	4.4	4.5	4.5	4.6	4.7	4.8	4.9	5.0	5.0	5.1	5.2	5.3	5.5	5.6	5.7	5.8	6.0	6.1	6.2	6.4	6.5	6.7	6.9	7.0	7.2	7.3	7.4	7.5	7.6	7.8	8.0	8.1	8.3	8.5	8.7	8.9

Age norm	14–11	15–1	15–3	15–5	15–9	16–0	16–4	16–9	17–1	17–8
Raw score	**74**	**75**	**76**	**77**	**78**	**79**	**80**	**81**	**82**	**83**
Grade norm	9.2	9.4	9.5	9.7	10.0	10.3	10.7	11.0	11.5	12.0

Age norm	11–5	11–8	11–10	12–0	12–1	12–3	12–5	12–7	12–8	12–9	12–10	12–11	13–0	13–3	13–4	13–7	13–9	13–11	14–1	14–4	14–7	14–9	14–11	15–1	15–4	15–6	15–9	16–1
No. correct	**37**	**38**	**39**	**40**	**41**	**42**	**43**	**44**	**45**	**46**	**47**	**48**	**49**	**50**	**51**	**52**	**53**	**54**	**55**	**56**	**57**	**58**	**59**	**60**	**61**	**62**	**63**	**64**
Grade norm	5.6	5.8	6.0	6.2	6.3	6.5	6.7	6.8	6.9	7.0	7.1	7.2	7.3	7.5	7.6	7.8	8.0	8.2	8.4	8.6	8.8	9.0	9.2	9.4	9.6	9.8	10.0	10.4

SPEED—7 minutes

(Continued on next line

Age norm	6–10	7–1	7–2	7–3	7–4	7–5	7–8	7–10	8–0	8–1	8–5	8–6	8–8	8–10	9–0	9–1	9–4	9–8	9–9	10–0	10–3	10–4	10–7	10–10	11–0	11–4	11–6	11–10	12–0	12–3	12–5	12–9	12–11	13–1	13–3	13–5
No. correct	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**	**31**	**32**	**33**	**34**	**35**
Grade norm	1.6	1.8	1.9	2.0	2.0	2.1	2.3	2.5	2.6	2.7	2.9	3.0	3.2	3.4	3.5	3.6	3.8	4.0	4.1	4.3	4.5	4.6	4.8	5.0	5.2	5.5	5.7	6.0	6.2	6.5	6.7	7.0	7.2	7.4	7.5	7.7

SPEED—10 minutes

(Continued on next

Age norm	6–10	7–0	7–1	7–1	7–2	7–3	7–5	7–6	7–8	7–9	7–10	8–0	8–1	8–3	8–4	8–5	8–5	8–6	8–7	8–9	8–10	9–0	9–1	9–4	9–8	9–9	9–10	10–0	10–1	10–3	10–4	10–5	10–7	10–8	10–10	11–0
No. correct	**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**	**31**	**32**	**33**	**34**	**35**
Grade norm	1.6	1.7	1.8	1.8	1.9	2.0	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.8	2.9	2.9	3.0	3.1	3.3	3.4	3.5	3.6	3.8	4.0	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9	5.0	5.2

Age norm	13–9	13–11	14–3	14–5	14–9	15–1	15–6	15–11	16–3	16–9	16–11	17–0	17–1	17–3	17–4	17–5	17–7	17–8	17–10	18–1	18–3	18–5	18–7	18–8	18–8+	18–8+	18–8+	18–8+
No. correct	**37**	**38**	**39**	**40**	**41**	**42**	**43**	**44**	**45**	**46**	**47**	**48**	**49**	**50**	**51**	**52**	**53**	**54**	**55**	**56**	**57**	**58**	**59**	**60**	**61**	**62**	**63**	**64**
Grade norm	8.0	8.2	8.5	8.7	9.0	9.4	9.8	10.2	10.6	11.0	11.2	11.4	11.5	11.6	11.7	11.8	11.9	12.0	12.2	12.4	12.6	12.8	12.9	13.0	13+	13+	13+	13+

ACCURACY SCORES (Percentages of Exercises Correct)

RATINGS	Grade	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5	7.0	7.5	8.0	9.0	10.0–12.9
	V. High	85–100	90–100	93–100	95–100	98–100	100	100	100	100	100	100	100	100	100
	High	72– 84	80– 89	85– 92	91– 94	93– 97	95–98	98	98	98	98	98	98	98	98
	Medium	48– 71	63– 79	76– 84	87– 90	89– 92	91–94	93–97	95–97	96–97	97	97	97	97	97
	Low	32– 47	45– 62	60– 75	75– 86	80– 88	84–90	87–92	89–94	90–95	91–96	93–96	94–96	95–96	95–96
	V. Low	0– 31	0– 44	0– 59	0– 74	0– 79	0–83	0–86	0–88	0–89	0–90	0–92	0–93	0–94	0–94

PERCENTAGE TABLE FOR COMPUTING ACCURACY SCORES

NUMBER OF EXERCISES ATTEMPTED

NUMBER OF EXERCISES CORRECT

	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64
2	9	9	9	8	8	8																																						
3	14	14	13	13	12	12	11	11																																				
4	19	18	17	17	16	15	15	14	14																																			
5	24	23	22	21	20	19	19	18	17	16																																		
6	29	27	26	25	24	23	22	22	21	20	19																																	
7	33	32	30	29	28	27	26	25	24	23	22	21	20																															
8	38	36	34	33	32	31	30	29	28	27	26	25	24	23																														
9	43	41	39	37	36	35	33	32	31	30	29	28	27	26	25																													
10	48	45	43	42	40	39	37	36	34	33	32	31	30	29	28	27	26	25																										
11	52	50	47	46	44	42	41	39	38	37	35	34	33	32	31	30	30	29	28																									
12	57	54	52	50	48	46	44	42	41	40	39	38	36	35	34	33	32	32	31	30																								
13	62	59	56	55	52	50	48	46	44	43	42	41	39	38	37	36	35	34	34	33	32																							
14	67	63	60	58	56	54	52	50	48	47	45	44	42	41	40	39	38	37	36	35	34	33																						
15	71	68	65	63	60	58	56	54	52	50	48	47	45	44	43	42	41	40	39	38	37	36	35																					
16	76	72	69	67	64	62	60	58	55	53	52	50	48	47	46	44	43	42	41	40	39	38	37	36	35																			
17	81	77	73	71	68	65	63	62	59	57	55	54	51	50	48	47	46	45	44	43	41	40	39	38	37	36																		
18	86	81	78	75	72	69	67	64	62	60	59	57	54	53	51	50	49	47	46	45	44	43	42	41	40	39	38																	
19	91	86	82	79	76	73	70	68	65	63	62	60	58	56	54	52	51	50	49	48	47	45	44	43	42	41	39	39																
20	95	90	86	83	80	77	74	71	69	67	65	63	61	59	57	55	54	53	51	50	49	48	46	45	44	43	42	41	41															
21	100	95	90	87	84	81	78	75	72	70	68	66	64	62	60	58	57	56	54	53	51	50	49	47	46	45	44	43	43	42	41													
22		100	95	92	88	85	81	79	76	74	72	69	67	64	63	61	59	58	56	55	54	52	51	50	49	48	46	45	45	44	43	42	41											
23			100	96	92	88	85	83	79	77	75	72	70	68	66	64	62	61	59	58	56	54	53	52	51	50	48	47	47	46	45	44	43	42										
24				100	96	92	89	86	83	80	78	76	73	70	68	66	65	64	61	60	59	57	56	55	54	52	51	50	49	48	47	46	45	44	43									
25					100	96	93	89	86	83	81	79	76	73	71	69	68	66	64	63	61	59	58	56	56	54	52	51	51	50	49	48	47	46	45	44									
26						100	96	94	89	87	85	82	79	76	74	72	70	68	66	65	63	61	60	59	58	56	55	54	53	52	50	50	49	48	47	46	45	44						
27							100	96	93	90	88	85	82	79	77	75	73	71	69	68	66	64	63	61	60	58	57	56	55	54	52	51	50	50	49	48	47	46	45						
28								100	96	94	91	88	85	82	80	77	76	74	72	70	68	66	64	63	62	60	59	58	57	56	54	53	52	51	50	49	48	47	46					
29									100	97	94	91	88	85	83	80	78	76	74	72	70	68	67	65	64	62	61	60	59	58	56	55	54	53	52	51	50	50	49	48	47				
30										100	98	95	91	88	86	83	81	79	77	75	73	71	70	68	66	65	63	62	61	60	58	57	56	55	54	53	52	51	50	50	49	48				
31											100	98	94	91	89	86	84	82	80	78	76	73	72	70	69	67	65	64	63	62	60	59	58	57	56	55	54	53	52	51	50	50	49				
32												100	97	94	91	88	86	84	82	80	77	75	74	72	71	69	68	66	65	64	62	61	60	59	58	57	56	55	55	54	53	52	51	50				
33													100	97	94	91	89	87	85	83	80	78	76	74	73	71	70	68	67	66	64	63	62	61	60	58	57	56	55	55	54	53	52	51				
34														100	97	94	92	90	87	85	83	81	79	77	75	73	72	70	69	68	66	65	64	62	61	60	59	58	57	56	55	54	53	53				
35															100	97	95	93	89	87	86	84	81	79	77	75	74	72	71	70	68	67	66	64	63	62	61	60	59	58	57	56	55	54				
36																100	97	95	92	90	88	86	84	82	80	78	76	74	73	72	70	69	67	66	65	64	63	62	61	60	59	58	57	56				
37																	100	97	94	93	90	88	86	84	82	80	78	76	75	74	72	71	69	68	67	66	65	63	62	61	60	59	58	57				
38																		100	97	95	92	90	88	86	84	82	81	78	77	76	74	73	71	70	69	67	66	65	64	63	62	61	60	59				
39																			100	98	95	92	90	88	86	84	83	80	79	78	76	75	73	72	70	69	68	67	66	65	63	62	61	60				
40																				100	97	94	92	90	89	87	85	82	81	80	78	76	75	74	72	71	70	68	67	66	65	64	63	62				
41																					100	97	95	92	91	89	87	84	83	82	80	78	77	75	74	73	71	70	69	68	67	66	65	64				
42																						100	97	95	93	91	89	86	86	84	82	80	79	77	76	75	73	72	71	70	68	67	66	65				
43																							100	97	96	93	91	89	88	86	84	82	81	79	78	76	75	74	72	71	70	69	68	67				
44																								100	98	95	93	92	90	88	86	84	83	81	80	78	77	75	74	73	72	70	69	68				
45																									100	97	96	94	92	90	88	86	86	84	83	81	80	78	77	76	75	73	72	71	70				
46																										100	98	96	94	92	90	88	86	85	83	82	80	79	77	76	75	74	73	71				
47																											100	98	96	94	92	90	88	87	85	83	82	81	79	78	77	75	74	73				
48																												100	98	96	94	92	90	88	87	85	84	82	81	80	78	77	76	75				
49																													100	98	96	94	92	90	89	87	85	84	83	81	80	79	77	76				
50																														100	98	96	94	92	90	89	87	86	84	83	81	80	79	78				
51																															100	98	96	94	92	91	89	87	86	85	83	82	80	79				
52																																100	98	96	94	92	91	89	87	86	85	83	82	80				
53																																	100	98	96	94	92	91	89	88	86	85	84	82				
54																																		100	98	96	94	93	91	90	88	87	85	84				
55																																			100	98	96	94	93	91	90	88	87	85				
56																																				100	98	96	94	93	91	90	88	87				
57																																					100	98	96	95	93	91	90	89				
58																																						100	98	96	95	93	92	90				
59																																							100	98	96	95	93	92				
60																																								100	98	96	95	93				
61																																									100	98	96	95				
62																																										100	98	96				
63																																											100	98				
64																																												100				

APPENDIX B

TENTATIVE QUESTIONNAIRE

Check activities in which you have participated. Record the total number of hours.

	M	T	W	TH	M	T	W	TH	Total
I. Play									
A. Active					(total hours of play)				
B. Quiet									
C. By myself									
D. With others									
II. Read for Pleasure									
A. Books					(total hours of reading)				
B. Comics									
C. Newspaper									
D. Magazines									
III. Listen to Radio									
A. Music					(total hours listening to radio)				
B. Stories									
C. Information									
D. Miscellaneous									
IV. Other Hobbies									
A.					(total hours for other hobbies)				
B.									
C.									
V. Work									
A. Regular home duties					(total hours work)				
B. Duties outside home									
C. Home (school) work									
VI. Sleep									

VII. Movies - Number attended during the week_____
Title of feature_____

VIII. Parties- Number attended during the week with your own age group_____

IX. Sunday School or Church - Attended yes____ no____

Record hours only under Roman Numeral Headings I through VI.
1/6 for 10 min. 1/4 for 15 min. 1/3 for 20 min.
1/2 for 30 min. 2/3 for 40 min. 3/4 for 45 min.
5/6 for 50 min.

Name_____ Date_____

School_____ Age____ Grade____

REVISED OUTSIDE SCHOOL TIME QUESTIONNAIRE

Daily Record Date_____

		15 min.	30 min.	45 min.	1 hr.	2 hrs.	3 hrs.	over 3 hrs.
I. Play								
A. Active	1. By myself							
	2. With others							
B. Quiet	1. By myself							
	2. With others							
C. Where	1. My home							
	2. Another home							
	3. In the street							
	4. Playground							

Total time for play.....

II. Read for Pleasure								
A. Books								
B. Comics								
C. Newspaper								
D. Magazines								

Total time for pleasure reading.....

III. Listen to Radio								
A. Music								
B. Stories								
C. Information								
D. Miscellaneous								

Total time listening to the radio.....

IV. Work - Write in	15 MIN.	30 MIN.	45 MIN.	1 HR.	2 HRS.	3 HRS.	over 3 HRS.
A. Regular home duties							
1.							
2.							
B. Duties outside home							
1.							
2.							
C. School home-work List subjects							
1.							
2.							

Total time for work.....

V. Other activities, such as playing piano, playing a violin, model airplanes, chemistry, sewing, etc. Write in.							
A.							
B.							
C.							

Total time for other activities.....

VI. Sleep.....

REVISED QUESTIONNAIRE (cont.)

Weekly Record

VII. Movies

A. Check days attended during the past week.

Mon.___ Tues.___ Wed.___ Thurs.___ Fri.___ Sat.___ Sun.___

B. List the titles of the movies you saw.

1. _____ Like it? yes___ no___
   Why? _____
2. _____ Like it? yes___ no___
   Why? _____
3. _____ Like it? yes___ no___
   Why? _____

Total number of movies seen during the week.....

VIII. Parties attended during the week with your own age group. Write in the number attended.

1. Church party_____
2. School party_____
3. Club party_____
4. Home party_____
5. Others
   A. _____
   B. _____

Total number of parties attended during the week.....

IX. Clubs attended during the week - Check those attended.

1. Boy Scouts___
2. Cubs_____
3. Y. M. C. A.___
4. Church club___
5. Girl Scouts___
6. Brownies_____
7. Campfire Girls___
8. Others
   A. _____
   B. _____

Total number of clubs attended during the week.....

X. Sunday School or Church attended last Sunday ___yes ___no

XI. Of all the things you do outside of school, what do you like to do the best?

1. First Choice_____
2. Second Choice_____
3. Third Choice_____

Name_____ Date_____

School _____ Age____ Grade____

FINAL REVISION OUTSIDE SCHOOL TIME QUESTIONNAIRE

Daily Record Date_____

		15 min.	30 min.	45 min.	1 hr.	2 hrs.	3 hrs.	over 3 hrs.
I. Play								
A. Active	1. By myself							
	2. With others							
B. Quiet	1. By myself							
	2. With others							
C. Where	1. My home							
	2. Another home							
	3. In the street							
	4. On a playground							
Total time for play.....								
II. Read for Pleasure								
A. Books								
B. Comics								
C. Newspaper								
D. Magazines								
Total time for pleasure reading.....								
III. Listen to Radio								
A. Music								
B. Stories								
C. Information								
D. Miscellaneous								
Total time listening to the radio.....								
IV. Work - Write in		15 min.	30 min.	45 min.	1 hr.	2 hrs.	3 hrs.	over 3 hrs.
A. Regular home duties								
	1.							
	2.							
B. Duties outside home								
	1.							
	2.							
C. School home-work List subjects								
	1.							
	2.							
Total time for work.....								
V. Other activities, such as playing piano, playing a violin, model airplanes, chemistry, sewing, etc. Write in.								
A.								
B.								
C.								
Total time for other activities.....								
VI. Sleep.....								

FINAL REVISION QUESTIONNAIRE (Cont.)

Weekly Record

VII. Movies

A. Check days attended during the past week.

Mon.___ Tues.___ Wed.___ Thurs.___ Fri.___ Sat.___ Sun.___

B. List the titles of the movies you saw.

1. _____ Like it? yes___ no___
   Why? _____

2. _____ Like it? yes___ no___
   Why? _____

3. _____ Like it? yes___ no___
   Why? _____

Total number of movies seen during the week.....

VIII. Parties attended during the week with your own age group. Write in the number attended.

1. Church party_____
2. School party_____
3. Club party_____
4. Home party_____
5. Others
   A. _____
   B. _____

Total number of parties attended during the week.....

IX. Clubs attended during the week - check those attended.

1. Boy Scouts___
2. Cubs_____
3. Y. M. C. A.___
4. Church club___
5. Girl Scouts___
6. Campfire Girls___
7. Others
   A. _____
   B. _____

Total number of clubs attended during the week.....

X. Sunday School or Church attended last Sunday ___yes ___no

XI. Of all the things you do outside of school, what do you like to do the best?

1. First choice_____
2. Second choice (disregarded when compiling data)_____
3. Third choice (disregarded when compiling data)_____

Name_____ Date_____

School_____ Age_____ Grade___

TABLE 68

TEST FOR CORRELATION IN TIME SPENT FOR PLAY, AS RECORDED IN THE FIRST AND SECOND TENTATIVE QUESTIONNAIRES. TIME IS REDUCED TO QUARTER HOUR UNITS.

G = 8 H = 6

Student Number	1	2	3	4	5	6	7	8	9	10	11	12
X	4	12	2	0	7	7	9	4	12	0	4	9
Y	0	5	0	8	8	9	9	4	8	0	3	5
(X-G)	-4	4	-6	-8	-1	-1	1	-4	4	-8	-4	1
(Y-H)	-6	-1	-6	2	2	3	3	-2	2	-6	-3	-1
(X-G)(Y-H)	24	-4	36	-16	-2	-3	3	8	8	48	12	-1
$(X-G)^2$	16	16	36	64	1	1	1	16	16	64	16	1
$(Y-H)^2$	36	1	36	4	4	9	9	4	4	36	9	1

$$Sx^2 = S(X-G)^2 - \frac{[S(X-G)]^2}{n} \qquad \frac{[S(X-G)]^2}{n} = \frac{(-36)^2}{37} = 35.03$$

$$Sx^2 = 888 - 35.03 = 852.93$$

$$Sy^2 = S(Y-H)^2 - \frac{[S(Y-H)]^2}{n} \qquad \frac{[S(Y-H)]^2}{n} = \frac{(19)^2}{37} = 9.76$$

$$Sy^2 = 917 - 9.76 = 907.24$$

$$Sxy = S[(X-G)(Y-H)] - \frac{[S(S-G)][S(Y-H)]}{n}$$

$$\frac{[S(X-G)][S(Y-H)]}{n} = \frac{(-36)(19)}{37} = -18.49$$

$$Sxy = 597 - (-18.49) = 615.49$$

$$rxy = \frac{Sxy}{\sqrt{(Sx^2)(Sy^2)}} = \frac{615.49}{\sqrt{773812.2132}} = \frac{615.49}{879.66} = .699$$

TABLE 68 (cont.)

13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
0	0	7	4	0	12	12	11	6	13	12	16	7	7	9
0	0	4	6	3	10	9	6	14	24	9	14	4	5	7
-8	-8	-1	-4	-8	4	4	3	-2	5	4	8	-1	-1	1
-6	-6	-2	0	-3	4	3	0	8	18	3	8	-2	-1	1
48	48	2	0	24	16	12	0	-16	90	12	64	2	1	1
64	64	1	16	64	16	16	9	4	25	16	64	1	1	1
36	36	0	9	16	9	0	64	324	9	64	4	1	1	1

TABLE 68 (cont.)

28	29	30	31	32	33	34	35	36	37	
6	8	16	5	3	12	4	4	16	0	$SX = 260$
5	10	14	6	0	12	1	6	9	4	$SY = 241$
-2	0	8	-3	-5	4	-4	-4	8	-8	$S(X-G) = -36$
-1	4	8	0	-6	6	-5	0	3	-2	$S(Y-H) = 19$
2	0	64	0	30	24	20	0	24	16	$S(X-G)(Y-H) = 597$
4	0	64	9	25	16	16	16	64	64	$S(X-G)^2 = 888$
1	16	64	0	36	36	25	0	9	4	$S(Y-H)^2 = 917$

TABLE 69

SIGNIFICANT DIFFERENCES IN TIME SPENT FOR PLAY
VALUES OF t

	Economic Girls	Economic Boys	Sex	Race C-D	Race Entire	Reading Ability
* 1.			B-5.21			
2.	C-A 2.16 D-A 2.5					
3.	A-D 2.08	A-D 2.69				
4.	A-C 2.324	A-C 2.54 A-D 2.82				
5.	C-A 2.79 C-B 2.75 D-A 3.41 D-B 3.65	C-A 2.58 D-A 2.80 D-B 2.82 C-B 1.99	B-4.68			
6.	B-A 1.99 C-A 3.25	C-A 2.02	B-4.71	N-2.92	N-3.33	
7.			B-5.58			
8.	A-2.41 B-2.58 D-2.21 C-2.2					
9.	A-4.61 B-3.16					
10.		C-A 2.38 C-A 2.05				
11.		A-C 2.19 B-D 3.22 A-D 3.84				
12.		C-A 2.99 D-A 2.50			N-3.58	
13.		C-B 2.38				
13.			B-4.91			

1. Active with others
2. Quiet with others
3. My home
4. Another home
5. In the street
6. On a playground
7. Total active play
8. Active more than quiet play
9. In homes more than away from homes.
10. Away from homes more than in homes
11. In homes
12. Away from homes
13. Total play time

* Numbers at the left of the table correspond with numbers below the table.

TABLE 70

SIGNIFICANT DIFFERENCES IN TIME SPENT READING FOR PLEASURE
VALUES OF t

	Groups						
	Economic Girls	Economic Boys	Economic	Sex	Race C-D	Race Entire	Reading Ability
* 1.	A-C 2.89 B-C 2.11	A-C 2.13 A-D 4.17	B-C 2.33		W-2.17	W-2.67	H-4.95
2.						N-2.07	
3.	B-D 2.13					W-2.09	H-2.60
4.	A-C 3.09 B-D 2.04	A-D 2.40 A-C 2.51 A-B 2.44				W-2.0	H-2.16
5.	A-D 2.09 B-C 2.20 B-D 2.79	A-C 2.1 A-D 2.31	B-D 1.97				H-4.90

1. Books
2. Comics
3. Newspapers
4. Magazines
5. Total time spent for reading

* Numbers at the left of the table correspond with numbers below the table.

TABLE 71

SIGNIFICANT DIFFERENCES IN TIME SPENT LISTENING TO THE RADIO
VALUES OF t

	Groups						
	Economic	Economic Girls	Economic Boys	Sex	Race C-D	Race Entire	Reading Ability
* 1.	D-B 2.94		D-A 2.46				
2.	C-B 2.95	C-B 2.32	C-A 2.26 C-B 2.01		N-3.29	N-2.89	L-3.46
3.		A-C 2.03 B-C 2.22					H-2.62
4.	D-A 2.31 D-B 2.32 D-C 1.98		D-A 2.50				L-2.35
5.		C-5.63		C-5.64 B-5.33			
6.		C-6.61 D-3.30	C-5.52 D-5.64				

1. Music
2. Stories
3. Information
4. Total listening
5. Stories more than music
6. Stories more than information

*Numbers at the left of the table correspond with numbers below the table.

TABLE 72

SIGNIFICANT DIFFERENCES IN TIME SPENT FOR WORK
VALUES OF t

	Groups					
	Economic Girls	Economic Boys	Sex	Race C-D	Race Entire	Reading Ability
*1.			G-5.55			
2.	D-C 2.56 D-A 2.92	B-A 2.05 D-A 2.39			N-2.09	
3.	B-C 2.72 B-D 2.37	A-C 2.15 A-D 2.08				
4.			G-3.83			
5.			G-2.33			
6.			B-2.88			
7.			G-3.86			
8.			B-2.44			
9.			B-2.20			
10.			G-2.75			
11.			B-2.51			
12.			G-5.75			
13.	A-D 2.0		G-4.79			

1. Inside the home
2. Outside the home
3. School home-work
4. Total time working
5. Dishes
6. Dishes more than cleaning
7. Baby-sitting more than shopping for groceries
8. Carry papers more than shopping for groceries
9. Spelling more than reading
10. Spelling more than English
11. Outside work more than home-work
12. Inside work more than home-work
13. Inside work more than outside work

*Numbers at the left of the table correspond with numbers below the table.

TABLE 73

SIGNIFICANT DIFFERENCES IN TIME SPENT FOR OTHER ACTIVITIES
VALUES OF t

	Groups						
	Economic	Economic Girls	Economic Boys	Sex	Race C-D	Race Entire	Reading Ability
* 1.	A-C 2.75 A-D 5.59 B-D 4.38	A-C 2.04 A-D 3.72 B-D 3.41 C-D 2.34	A-C 3.74 A-D 4.01 B-D 2.07	G-4.25			
2.		A-D 2.61 B-D 2.79 C-D 3.10		G-4.27			
3.		B-2.90					
4.		C-3.33					
5.				G-3.67			
6.				B-2.13			

1. Total time for other activities
2. Playing a musical instrument
3. Playing a musical instrument more than talking on the telephone
4. Playing a musical instrument more than dancing
5. Playing a musical instrument more than sewing
6. Sewing more than telephoning

* Numbers at the left of the table correspond with numbers below the table.

TABLE 74

SIGNIFICANT DIFFERENCES IN MOVIE ATTENDANCE
VALUES OF t

	Groups						
	Economic	Economic Girls	Economic Boys	Sex	Race C-D	Race Entire	Reading Ability
* 1.	C-A 5.25 C-B 4.58	C-A 3.78 C-B 3.55 C-D 3.18	C-A 3.35 C-B 2.83 D-A 5.68			N-3.06	
2.	C-A 5.96 C-B 8188 D-A 4.33 D-B 3.91	C-A 2.73 C-B 3.14	C-A 3.61 C-B 5.10 C-A 2.6		N-3.95	N-5.13	L-4.59
3.	C-A 4.18 C-B 3.74 D-A 2.21 C-D 3.24	C-A 2.1 C-B 3.48 C-D 2.11	C-A 2.78 C-B 3.48 C-D 2.26		N-3.2	N-5.57	L-3.42
4.	B-5.69 C-3.93 D-6.0	B 3.54 C-9.82	B-2.6 C-9.39 D-2.7		N-9.84 W10 .53	N-9.83 W-12.38	L-6.26 H-4.35

1. Number of children attending movies
2. Number attending two or more per week
3. Number attending on school nights
4. Greater number attending than not attending

* Numbers at the left of the table correspond with numbers below the table.

TABLE 75

SIGNIFICANT DIFFERENCES IN PARTY ATTENDANCE
VALUES OF t

	Groups					
	Economic	Economic Girls	Economic Boys	Sex	Race C-D	Race Entire	Reading Ability
* 1.	A-D 4.36 A-C 2.99 B-C 2.92 B-D 4.71 C-D 2.41	A-D 3.78 A-C 2.61 B-D 7.71 B-C 2.38 C-D 2.11	A-D 2.55 B-D 2.52	G-2.12			
2.	A-5.64 B-6.92	A-5.13 B-6.47	A-3.75 B-3.25	G-4.17			
3.	D-2.76						
4.	A-C r2.45 B-D 2.74 C-D 2.04	A-C 3.66 A-D 1.99 B-D 3.44 B-C 2.32					
5.	B-D 2.73	B-D 2.47	B-C 2.09				
6.	A-D 2.13		B-C 2.67	G-2.78	N-2.36		
7.	A-B 3.30 A-C 4.65 A-D 4.99		A-B 4.40 A-C 4.68 A-D 2.63				

1. Number of children attending parties
2. More attending than not attending
3. Less attending than not attending
4. School parties
5. Club parties
6. Home parties
7. Other parties

* Numbers at the left of the table correspond with numbers below the table.

TABLE 76

SIGNIFICANT DIFFERENCES IN CLUB ATTENDANCE
VALUES OF t

	Groups					
	Economic	Economic Girls	Economic Boys	Sex	Race C-D	Race Entire
* 1.	B-D 4.17 C-D 3.48	B-D 3.19 C-D 2.55 A-D 2.53	B-D 2.77 C-D 2.19		N-2.29	
2.	B-5.70 C-4.12	B-4.80 C-3.51	B-3.25 C-2.16	G-4.54	N-3.51	
3.	D-3.06	D-199	D-2.33			
4.	B-A 2.88 B-C 5. B-D 5.54 A-D 2.08	B-A 2.68 B-D 3.87 C-D 2.85	A-D 2.95 A-D 2.14 B-C 5.29 B-D 4.21			W-6.81
5.	C-A 2.07 C-B 3.72 C-D 2.39	C-D 2.11		B-3.0	N- 4.08	
6.		A-C 2.08		G-4.41		
7.		B-D 2.0	C-D 3.26			
8.				B-2.91 G-4.87	W-3.14	W-3.69
9.					N-2.1	N-2.1
10.				B-6.04 G-7.08		W-3.48

1. Number attending clubs
2. More attending than not attending
3. Less attending than not attending
4. Scouts
5. Christian Associations (Y.M.,Y.W.)
6. Church clubs
7. Other clubs
8. Scouts more than Christian Associations
9. Christian Associations more than Scouts
10. Church clubs more than Christian Associations

* Numbers at the left of the table correspond with numbers below the table.

TABLE 77

SIGNIFICANT DIFFERENCES IN SUNDAY SCHOOL ATTENDANCE
VALUES of t

	Groups					
	Economic Girls	Economic Boys	Economic	Sex	Race C-D	Race Entire
* 1.	B-D 4.13	B-D 2.66		C-2.19		
2.	A-3.44	A-3.14				
	B-7.4	B-7.22	B-3.12		N-5.61	N-5.61
	C-6.32	C-5.58	C-2.89		W-3.3	W-8.78

1. Number of children attending Sunday School or Church
2. More children attending than not attending

TABLE 78

SIGNIFICANT DIFFERENCES IN GENERAL ACTIVITIES
LISTED ON THE QUESTIONNAIRE

	Values of t
I. Time spent on daily activities	
A. Boys	
1. Radio more than work	6.03
2. Play more than work	6.
3. Work more than read	4.
4. Read more than other activities	2.82
B. Girls	
1. Radio more than work	2.35
2. Work more than play	2.62
3. Play more than hobbies	4.82
4. Play more than read	4.04
C. Boys and girls combined	
1. Radio more than play	4.22
II. Attendance to weekly activities	
A. Boys	
1. Movies more than parties	5.02
2. Movies more than clubs	5.02
3. Movies more than Sunday School	3.36
B. Girls	
1. Movies more than parties	2.65
2. Movies more than clubs	2.88
3. Sunday School more than clubs	2.17
4. Sunday School more than parties	1.98
C. Boys and girls combined	
1. Movies more than Sunday School	2.79

* Numbers at left correspond with numbers below table.

APPENDIX C

TABLE 79
CHILD HOURS FOR DAILY ACTIVITIES TAKEN FROM THE FIRST SIX ITEMS OF THE QUESTIONNAIRE

	Groups												
	Economic				Economic				Race			Reading	
	Girls				Boys				C-D		Entire	Ability	
	A	B	C	D	A	B	C	D	N	W	W	H	L
No.	17	47	64	25	15	43	55	36	64	116	238	60	54
I.													
1.	¾	5	8⅙	2½	1½	12⅙	11½	6½	12½	16½	36		
2.	10	29⅙	36⅓	13	21⅓	47½	63	39	60	91½	199½		
3.	4½	9⅙	12⅔	1	3¼	13	17⅔	4⅔	16	20	50		
4.	4¼	18¼	38⅓	21¼	5	21⅓	34⅓	11⅓	31¾	73¾	123		
5.	11	33	40⅔	15¼	14	34⅔	32⅔	12⅔	30½	70	162¾		
6.	6⅓	12½	18¾	9	10⅓	18⅓	13½	6⅔	14⅔	33	80⅓		
7.	1⅔	6	17⅓	8	2¼	14½	39½	29¾	33¼	60¾	85⅓		
8.	⅔	10⅔	19⅓	5½	4½	26½	41	13¼	41	38	80⅓		
99.T	19½	62¼	95½	37¼	31	94	136½	62	130	201¾	408½		
II.													
1.	9	16⅓	13½	4	3½	12⅓	5⅓	7	5	24⅔	66⅓	31¾	1
2.	1¼	9⅔	14⅔	5⅔	1¾	9¼	17⅓	8⅔	21¾	24⅔	47¼	10¼	13
3.	5	13⅓	12⅔	3⅔	3¾	12	9½	3⅔	9	20½	55	17½	3¼
4.	6	6¼	5⅔	1⅓	3	8	4	1⅔	3½	9¼	32½	11½	1
5.T	21¼	46	46¼	14½	12	42½	36	21¼	39¼	79	201	71	18¼
III.													
1.	9	20⅔	26½	14	4½	15¼	17	33½	25⅓	65⅔	115¼	24⅓	26⅓
2.	15	41¼	87	25¾	8½	36	68⅓	43½	95⅔	128⅔	230	38⅓	68⅓
3.	10½	25	18½	7	8¼	24	19½	10	18¼	36⅓	109	27¾	9⅔
4.	1⅔	11⅓	16	4⅔	2⅔	9	13¼	7⅔	14	27⅔	52⅓	8½	17⅓
5.T	36¼	98¼	148	51½	23¼	84¼	118	94¼	153¾	258½	506½	98¾	121½
IV.													
1.	12⅓	41⅓	65½	23¼	8	18⅔	20⅓	14¼	40⅓	83	120½		
2.	4¼	14½	36⅓	16	2⅓	24½	24⅓	24	35½	65⅓	81		
3.	6	26½	19½	7¾	8⅓	20	11½	7	17¼	28½	78	27½	15¼
4.	26½	82¼	121¼	47¼	18½	63¼	56	45¼	93	176¾	279½		
V.													
1.	32½	53	50¼	8½	15½	25¾	23¾	7	34½	55	171¾		
VI.													
1.	161½	452¾	576½	217¾	141¾	408½	492	323	560¾	1048½	2213		

TABLE 80

HOURS SPENT FOR WORK IN ONE DAY AS ITEMIZED ON THE QUESTIONNAIRE, ITEM 4

	Groups							
	Economic				Economic			
	A	B	C	D	A	B	C	D
	Girls				Boys			
I. Caring for baby	2 1/4	9 1/4	6 1/2	2 1/2	1 1/4	1	2	3
Caring for pets	1/4	1/2	1/4			1/4		
Caring for chickens						1/4		1/4
Carrying wood, ashes			1/4			1/2	2	2 1/4
Cleaning	3 1/4	9 1/4	13 1/2	5 3/4	1/4	2 1/4	3 1/4	2
Cooking		1 1/4	12 1/4	4 1/4		1/2		1/2
Disposing of trash		1/2	1	1/2	1/2	2 1/4	3	1 1/2
Firing furnace			1/4			1/4		
Ironing		1 1/4	2 1/4	1 1/4				
Making beds	1 1/4	2 1/2	4	1 1/4	1/2	1	1 3/4	1/2
Setting the table	1 1/4	2	3		1/2	1	1/4	1 1/4
Washing clothes			1/2					
Washing dishes	3 1/2	13 3/4	21 1/4	8	4 1/2	8	8	3 1/4
Total	12 1/4	41 1/4	65 1/2	23 1/4	8	18 3/4	20 1/2	14 1/4
II. Baby sit	4	4	29	12 1/2		6 1/4	1	
Clerk in store		3					1 1/2	1
Carry papers		2			2	11 1/4	7 1/4	10 1/2
Club work		1/2				1/4		
Deliver merchandise							1	2
Go to grocery	1/4	4 1/2	5 1/2	3 3/4	1/4	6 3/4	3 1/2	5 3/4
Helper in service st.							3 1/2	2
Housework			1					
Run errands		1/2						
Set pins							3	2
Yard work			3/4					
Total	4 1/4	14 1/2	36 1/4	16 1/4	2 1/4	24 1/2	24 1/2	24
III. English	1	3 3/4	3 1/2		3	4 1/4	1	1
Geography			1/2			1/4		
History			2				1	
Mathematics	2 1/2	13 1/4	3 3/4	3	2 1/4	11 1/2	3 1/4	1 3/4
Reading	1	1/2		1/2	1/4		1/4	1/2
Science		1 1/2						
Social Studies	1 1/2	6 1/4			1/2			
Spelling		2 1/4	9 1/2	4 1/2	1 1/4	1 3/4	5 3/4	3
Total	6	26 1/2	19 1/2	7 3/4	8 1/4	20	11 1/2	7
Total work	22 1/2	82 1/4	121 1/4	47	18 1/2	63 1/4	56	45 1/4

TABLE 81

HOURS SPENT FOR OTHER ACTIVITIES IN ONE DAY AS ITEMIZED ON THE QUESTIONNAIRE, ITEM 5

	Groups							
	Economic Girls				Economic Boys			
	A	B	C	D	A	B	C	D
Baton		1 1/4	1					
Build					2 3/4	4	1/2	
Chemistry		1/2					2 1/4	
Club work		1/4	1					
Cook	1/4	1					1/2	
Dance	3 1/2	1/2	4 1/2	1	1		2	
Draw	1/2	5 1/2	2 1/2	1	1/2	3	2 1/4	
Dramatics								
Dress fitting		1/2						
Electronics						1		
Hebrew School	4	2			2 1/4			
Horseback Riding	1/2							
Kiss the girls							1	1
Listen to records	1/4	1/2	1/2			1 1/2		
Make crystal set			1/2					
Make hockey stick								1/2
Make necklace			1/2					
Make things with father								1/2
Make valentine box		1						
Model airplanes					1/2	3 3/4	2 1/4	3 1/2
Model ship engines					3			
Play musical instrument	8 1/4	25 1/4	21	1 3/4	4 3/4	6 1/2	4 1/2	
Play pool								3/4
Post card collection							1/2	
Repair bicycle							1 1/4	
Repair gun					1/2			
Repair motor							1	
Sew	1/2	3 1/4	12	5 3/4				
Shop	1/2							
Sing		1 1/4	4				3	3/4
Stamp collection		1/4				1	1/2	
Telephone	4 1/4	6 1/2	1/2			1 1/2	3 1/2	
Visit grandma						3/4		
Write letters		3/4	1 1/2		1/2			
Write stories		1/2						

TABLE 82

NUMBER OF TIMES ATTENDING MOVIES, PARTIES, CLUBS, AND SUNDAY SCHOOL
QUESTIONNAIRE PAGE TWO

	Groups												
	Economic Girls				Economic Boys				Race C-D		Entire	Reading Ability	
	A	B	C	D	A	B	C	D	R	E	U	H	L
No.	17	47	64	25	15	43	55	36	64	116	238	60	54
VII.													
7.							1		1				
6.													
5.							1	1	1	1	1		
4.			1	1			7	1	8	2	2		6
3.		2	10	2	1	2	9	4	12	13	18	1	13
2.	2	7	20	6	1	4	18	13	20	37	51	6	15
1.	8	23	29	8	7	26	16	11	18	46	110	35	10
0.	7	15	4	8	6	11	3	6	4	17	56	18	10
S.N.	0	3	22	3	0	2	20	5	27	23	28	1	20
VIII.													
4.					1						1		
3.	4	5	4	0	2	3	3		4	3	17		
2.	4	20	17	3	3	5	8	4	13	19	51		
1.	8	14	18	6	5	21	17	10	16	35	83		
0.	1	8	25	16	4	14	27	22	31	59	86		
IX.													
4.			1			1			1		1		
3.		1	2	1	2	6	5		5	3	12		
2.	2	13	14	2	1	5	7	4	12	15	36		
1.	9	21	25	6	4	17	21	9	24	37	88		
0.	6	12	22	16	8	14	22	23	22	61	101		
X.													
1.	13	41	48	15	10	31	35	21	48	71	166		
0.	4	6	16	10	5	12	20	15	16	45	72		

TABLE 83

ATTENDANCE TO DIFFERENT KINDS OF PARTIES AND CLUBS
NUMBERS BELOW CORRESPOND TO NUMBERS ON QUESTIONNAIRES VIII AND IX

	Groups										
	Economic Girls				Economic Boys				Race C-D		Entire
	A	B	C	D	A	B	C	D	N	W	W
No.	17	47	64	25	15	43	55	36	64	116	238
VIII											
1.	1	4	11	4	3	6	6	6	11	16	30
2.	13	23	15	2	5	12	21	8	24	22	74
3.	2	10	6	0	1	6	2	2	6	4	23
4.	7	15	18	6	3	10	9	2	17	18	53
5.	5	5	3	0	6	4	4	0	3	4	24
IX.											
1.					8	30	9	8	3	14	52
2.						3		1	1		3
3.		2	10		2	3	19	6	18	7	14
4.	10	15	20	9	1	7	9	2	7	3	3
5.	2	23	21	1					19	21	54
6.		3		1							
7.	3	7	9		4	10		14	5	14	28

TABLE 84

FIRST CHOICES
ITEM XI ON THE QUESTIONNAIRE

	Girls					Boys				
	A	B	C	D	Total	A	B	C	D	Total
No. in group	17	47	64	15	153	15	43	55	36	149
Art		1	1		2	1		2		3
Baby sit		1	1	1	3					
Build								1		1
Camp							1			1
Carry papers							1		1	2
Chemistry						1				1
Church work		1	1	1	3					
Cook			2		2					
Clubs		1	1		2		1			1
Dance		1	2	3	6		1	3		4
Dramatics		1			1					
Eat							1	1		2
Electrical work							1			1
Fish							3	1		4
Hebrew School		1			1					
Help mother			2		2					
Hunt						1	1		2	4
Kiss the girls									1	1
Listen to concerts	1	1			1					
Listen to radio		1	2	3	6					
Listen to records	1				1					
Model airplanes						1		1		2
Movies		2	12	6	20	1		2	2	5
Parties	1	4	3		8		1	1		2
Play -Active										
All sports		5		1	6	7	7	1	1	16
Baseball			2	2	4	1	1	6	3	11
Basket ball		1	3		4	1	5	15	7	28
Bowl			1		1					
Box								2	1	3
Football							1	4	5	10
Hockey		1			1		7	3	3	13
Ride bicycle			1		1		2	2		4
Ride horseback	3	1	1		5					
Skate	2	7	8	5	22	1	4	3	4	12
Sled ride							1			1
Swim	1	6	5	3	15		3	2		5
Tennis	1				1					
Volley ball			1		1					
With friends	2	6	2		10		2		1	3
Wrestle									2	2
Play- Quiet										
Cards		1			1					
Monopoly								1		1
Play musical instrument	2		3	4	9			1		1

TABLE 84 (cont.)

	Girls					Boys				
	A	B	C	D	Total	A	B	C	D	Total
Read	2	2	5		9			1		1
Sing			1		1					
Stamp collecting								1		1
Travel	1		1		2					
Visit with family			1		1					
Watch locomotives								1		1
Work									2	2